College of Education
Single Subject Credential Program

Program Assessment for the
California Commission on Teacher Credentialing
for continuing accreditation for a program leading to the

*Single Subject Preliminary Credential
*traditional and intern

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Directions for Readers

This document is in PDF format. Use the Bookmarks on the left side bar to help navigate through the various parts of the document. Please note that the reader can easily go back and forth between the narrative and the hyperlinked supporting evidence by using the Previous View feature (in the right mouse click menu) or using the Alt + Left Arrow keys.

This report is comprised of four sections:

Part One is the program’s response to the Program Standards.

Part Two contains the list of syllabi for each course in the program. Each course is linked to the syllabus in the appendix.

Part Three is the program response to the assessment tools the program uses for candidate and program assessment based on the Program's 2010 Biennial Report.

The Appendices provide the syllabi and supporting evidence of how each standard is met.
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Part I. Response to Standards

Category A: Program Design, Governance, and Qualities

Standard 1: Program Design

The preliminary teacher preparation program and its prerequisites include a purposeful, interrelated, developmentally-designed sequence of coursework and field experiences, as well as a planned process for comprehensive assessment of candidates that effectively prepare candidates to teach all K-12 students and to understand the contemporary conditions of schooling, including attention to California public education.

California State University, Fullerton (CSUF) has been training secondary school teachers since 1959. The Secondary Education Cooperative Teacher Education Program (SECTEP) is an interdisciplinary program that connects the three main elements of teacher training (subject matter preparation, pedagogical training, and field experience) through collaboration among the Department of Secondary Education, University academic departments and programs, and local school districts. The Single Subject Credential at California State University, Fullerton is offered in Art, English, Foundational Level Mathematics, Mathematics, Music, Physical Education, Science (including nine different science credentials), Social Studies, Theater (Theater candidates receive an English credential), and World Languages. Foundational Level Mathematics, Science, Social Studies, and World Languages are housed in the Department of Secondary Education; all other credentials are housed in the academic departments. Each credential program has a Subject Area Coordinator who administers the program and advises students.

The Single Subject Credential Program stresses a logical sequence among the critical components of teacher education, including subject matter preparation, pedagogical instruction, fieldwork observation and participation, student teaching, and assessment of teaching performance. It is responsive to contemporary educational concerns and provides for strict coordination of the varied administrative components, including admission, candidate assessment, and program evaluation. Each course is articulated with the Teaching Performance Expectations (TPEs).

Three tables of information provide a comprehensive view of our program components. For convenience, these tables are linked here for easy access, included at the end of Standard 1 Program Design, and included in Appendix 1: Tables 1-3.

- **TABLE 1: Program Coursework and Fieldwork** – This table provides detail on the program courses and fieldwork hours. It is organized into Prerequisites, First Semester, and Second Semester and includes University course catalog descriptions, passing requirements, and fieldwork hours.
- **TABLE 2: Assessments of Candidate Readiness, Proficiency, and Performance** – This table provides detail on the coursework, fieldwork, and teaching performance assessments that occur throughout the program.
- **TABLE 3: Single Subject Credential Program Transition Points** – This table provides detail on the specific requirements to advance to the next level of the Credential Program. Our program includes four transition points: program admission, advancement to the initial student teaching, advancement to final student teaching, and program completion.

The program includes one semester of prerequisite courses and two semesters of credential program coursework. First, prospective teachers are introduced to teaching through 12 units of prerequisite undergraduate coursework. Coursework includes an early field experience and the development of knowledge and skills in teaching adolescents, diverse student populations, and special populations. During EDSC 310, candidates complete a 45-hour early fieldwork experience and are introduced to public education today with a focus on California, including...
the California and Teaching Performance Expectations (TPEs) and the California Teaching Performance Assessment (CalTPA).

A unique course focuses on literacy development of adolescents (EDSC 330); the adolescence course (EDSC 320) focuses on the biological, cognitive, and sociocultural transitions of adolescents and also includes information on health issues.

In the first semester of the credential program, candidates complete two fieldwork experiences (EDSC 440F and EDSC 449E), which include 3 periods daily for eight weeks of classroom observations and collaborative teaching in which they are gradually inducted into the full-time student teaching experience in an environment of collegiality and support. The courses are differentiated by emphasis (EDSC 440F emphasizes observation; 449E emphasizes teaching), instructor (the EDSC 440F instructor is from the Department of Secondary Education and a generalist; the EDSC 449E supervisor is content-specific); responsibility (during 440F, candidates reflect on what they observe; during 449E, candidates practice teaching activities). This semester allows them to become familiar with their Master Teachers and the particular characteristics, programs, and cultures of their schools. First semester credential teacher candidates attend a front-loaded seminar class (EDSC 449S) where they learn about state and local policies on education including California K-12 Content Standards and Common Core State Standards; instructional strategies; curriculum design, lesson plan development, and implementation; classroom management; student assessments; legal issues; and the realities of day-to-day teaching. In addition, candidates complete a subject matter specific methods course in which they extend lesson and unit planning skills with a focus on the California K-12 Content Standards and standardized assessments. Finally, they complete a course in teaching English learners. During this semester, teacher candidates are assessed on their proficiency in meeting the TPEs and must successfully pass TPA Subject-Specific Pedagogy (SSP) Task 1 and Designing Learning (DL) Task 2 to advance to student teaching.

In the second semester of the program in 449I, teacher candidates take full control of three classes per day and have a conference/preparation period for the 15 weeks of the University semester. They are responsible for discipline, managerial, institutional, instructional, and assessment tasks in their subject matter specific area. During this semester, teacher candidates attend a weekly subject matter-specific student teaching seminar (449S). In addition, teacher candidates must successfully pass TPA Assessing Students (AL) Task 3 and Culminating Teacher Experience (CTE) Task 4 while supported by a seminar (EDSC 460) designed for this purpose. Candidate assessment is both formative and summative, and occurs throughout the three semesters of prerequisite and credential coursework. **TABLE 2: Assessments of Candidate Readiness, Proficiency, and Performance** demonstrates the alignment of assessments with semester coursework.

The sequenced design of the program is based on a clearly stated rationale that has a sound theoretical and scholarly foundation anchored to the knowledge base of teacher education and informed by adult learning theory and research.

The Single Subject Credential Program is informed by several major sources which result in a sound theoretical and scholarly foundation anchored to the knowledge base of teacher education:

- **College of Education Conceptual Framework Mission Statement:** Our mission is to teach, to serve, and to engage in scholarship. We teach our teacher candidates to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serves the educational community by providing applied scholarship.

- **Professional Education Standards:** The California Standards for the Teaching Profession and Teaching Performance Expectations form the knowledge base for program design and evaluation. Based on research and grounded in practice, expectations focus on understanding and organizing subject matter for student learning; developing as a professional educator; creating and maintaining environments for student learning; planning and organizing instruction; engaging and supporting all students in learning;
and assessing student learning. This knowledge base, coupled with the CTC Single Subject Credential Program Standards, provide the content and form for curriculum, instruction, and assessment practices.

- **National Professional Organizations:** Each subject area program is informed by the professional standards of the associated national organizations.

- **California Content Standards and Frameworks:** The philosophy of the California Frameworks for K-12 Schools and content identified in California K-12 Content Standards are the foundation for teacher preparation.

- Individual courses draw upon the work of Educational Scholars to deepen students’ understanding of how schools work, curriculum theory, instructional and assessment strategies, and issues of equity and diversity.

The CSUF Single Subject Credential Program is also informed by adult learning theory and research (Brookfield, 1994; Cross, 1981; Grant, 2011; Mirriam, 2008; Speck, 1988). Our programs are based on four basic principles (Cross, 1981): Adult learning programs should (1) capitalize on the experience of participants and (2) adapt to the aging limitations of the participants. Adults should be (3) challenged to move to increasingly advanced stages of personal development and (4) have as much choice as possible in the availability and organization of learning programs. To this end, we provide a program in which candidates may choose to complete prerequisite coursework during the day and evenings; and during fall, spring, summer, and Intersession in traditional or compacted semesters at our Fullerton or Irvine campuses, and in both face-to-face and online classrooms, while maintaining the same high quality program across all offerings. Candidates complete prerequisites and program coursework over three semesters minimum. In addition, our program is structured to take advantage of specific motivations for adult learning, including the need for social relationships (thus we structure our program via subject matter specific cohorts), the need to improve social welfare (thus we emphasize social justice); the need for personal advancement (thus we promote lifelong learning); and the need for cognitive interest and aligned with adult learning theory (thus we make our courses as interesting and relevant as possible and allow candidates to make decisions about specific aspects of their assignments and learning).

Adult learning theory also suggests that online courses are appropriate. Grounded in the notion that adults frame their own learning objectives, are self-directed and active participants in their learning, require constructive feedback and want opportunities to practice new skills, online and virtual learning environments are well-suited for adult learners and are directly based on adult learning principles (Grant, 2011). Virtual environments provide opportunities for adults to construct learning based on what they already know and apply what they are learning in the instructional setting. Our program offers online or blended sections for all prerequisite courses in addition to face-to-face courses.

Based on the department's philosophy, the program stresses a logical sequence among the critical components of teacher education, including subject matter preparation, pedagogical instruction, fieldwork observation and participation, and student teaching. It is responsive to contemporary educational concerns and provides for strict coordination of the varied administrative components, including admission, candidate assessment, and program evaluation. Each course is articulated with elements from the CTC Teacher Credential Program Standards and TPEs.

*By design, the program provides extensive opportunities for candidates (a) to learn to teach the content of the state adopted K-12 academic content standards to all students; to use state-adopted instructional materials, to assess student progress, and to apply these understandings in teaching K-12 students; (b) to know and understand the foundations of education and the functions of schools in society; and (c) to develop pedagogical competence utilizing a variety of strategies as defined by the Teaching Performance Expectations (TPEs) (provided in the appendix).*

As depicted in **TABLE 1: Program Coursework and Fieldwork**, teacher candidates complete 12 units of prerequisite coursework (with 3 additional units and a Single Subject Credential Program Intern Program module
required for professional track internship credential candidates who participate in the first semester of the Credential Program). All candidates take a course in working with English learners (EDSC 410), learning to use technology to support teaching and learning (EDSC 304), developing literacy in single subject content courses (EDSC 330), and working in diverse communities (EDSC 340). Each of these courses has a Course Custodian, a full-time tenured/tenure-track faculty member who ensures the course content reflects current research and best practice, who works with all instructors of the course to both maintain consistency in course content across sections, and who shares ideas for effective teaching and assessment within the course.

The first semester includes a general pedagogy course (EDSC 440S) and a subject-specific methods course (XXXX 442). These are taken in conjunction with a minimum of 10 weeks of fieldwork that begins in week 5 and continues through the end of the CSUF semester. The first five weeks of EDSC 440S prepare candidates to enter the fieldwork by receiving instruction on classroom management strategies, lesson planning skills, and assessment techniques. These are further refined in the candidate’s first semester subject matter-specific methods course (XXXX 442) as well as their second semester content seminar course (XXXX 449S). The first five weeks of fieldwork (EDSC 440F) are considered probationary with the general pedagogy faculty checking in with Master Teachers by week 10 for feedback about candidate progress. Formal observations conducted by the University Supervisor begin in week 10 of the first semester and field work from this point through the end of the second semester is monitored by the Subject Area Coordinator and subject area University Supervisor.

A fair, valid, and reliable assessment of the candidate’s status with respect to the TPEs is embedded in the program design.

Candidates are formally assessed on their proficiency in the Teaching Performance Expectations at three different points in the program.

- TPE Level of Proficiency: First Semester Evaluation - completed by Master Teacher/Mentors and University Supervisors at the end of first semester of the program
- TPE Level of Proficiency: Second Semester Midterm Evaluation - completed by Master Teacher/Mentors and University Supervisors at the midpoint of the second semester of the program
- TPE Level of Proficiency: Second Semester Final Evaluation - completed by Master Teacher/Mentors and University Supervisors at the end of the second semester of the program

Each University Supervisor and Master Teacher/mentor assesses the candidate on each TPE on a 4-point scale:

- NE - No evidence; no opportunity to observe.
- 1 - Unacceptable - few to no indicators of candidate’s ability to understand and apply elements consistent with the standard
- 2 - Basic - some indicators of candidate’s ability to understand and apply elements consistent with the standard
- 3 - Skilled - multiple indicators of candidate’s ability to understand and apply elements consistent with the standard
- 4 - Distinguished - extensive indicators of candidate’s ability to understand and apply elements consistent with the standard

Assessments are then reviewed by the Subject Area Coordinator (SAC) who makes decisions about candidate continuation in the program. As TABLE 2: Assessments of Candidate Readiness, Proficiency, and Performance illustrates, assessments of TPE proficiency are combined with assessments in coursework and the Teaching Performance Assessment in this process of determining candidate status.

The Single Subject Credential Program has a systematic process of assessing candidate readiness, proficiency, and performance through coursework assignments, fieldwork, and the Teaching Performance Assessment. Our system is outlined in the Table 2: Assessments of Candidate Readiness, Proficiency, and Performance and Table 3: Single
Subject Credential Program Transition Points of the SSSCVP Program Assessment Narrative. These tables are reproduced below for convenience.

Prior to the program, candidates are assessed in three major ways and by a variety of individuals:

- Assignments for prerequisite coursework – by university instructors
- **Verification of the Early Fieldwork Experience** – by the Master Teachers
- Admission Process – by the University Admissions Officer, Subject Area Coordinator, and admissions interview team (which usually includes the Subject Area Coordinator and associated University Supervisors)

Throughout the program, candidates are assessed in four major ways. The Subject Area Coordinator reviews all data to make decisions regarding candidate progress through the program.

- Coursework assignments, including lesson, assessment, and unit planning – by course instructors
- Fieldwork observations, including Assessments of Classroom Practice – by University Supervisors
- Ratings of proficiency on the Teaching Performance Expectations – by Master Teachers and University Supervisors
- Teaching Performance Assessment – by Certified Assessors of the TPA

Candidates are introduced to the Teaching Performance Assessment during Pre-Orientation (conducted in the last month of the previous semester, after program admission) via the SSCP Pre-Orientation Presentation. They receive a comprehensive orientation to the TPA during the first week of the SSCP and are also informed how supervisors will conduct Assessments of Classroom Practice and that both Master Teachers and Supervisors will rate their proficiency on the Teaching Performance Expectations during the SSCP Orientation Presentation on Program Overview and also during the first week presentation on EDSC Orientation Presentation on Assessment.

Candidates are advised to take these assessments very seriously as they will comprise most of the evidence of whether they have successfully completed the program and qualify to be recommended to the California Commission on Teaching Credentialing for a teaching credential.

Minimum scores on each of these assessments are outlined in Table 2: Single Subject Credential Program Transition Points. Candidates who fail to meet these levels of performance are advised of their status and provided remediation according to their areas of weaknesses. As appropriate, a candidate may be asked to resubmit an assignment, extend their fieldwork, be placed on a **Teacher Candidate Improvement Plan (TCIP)** or be required to complete a 1-unit TPA Remediation course.

Candidates are informed of assessment results in various ways:

- Results on Coursework and **Signature Assignments** are shared within three weeks of submission.
- Supervisors conference with candidates after each **Assessment of Classroom Practice**. In addition, a copy of each Assessment of Classroom Practice is emailed to the candidate by the Supervisor with a copy to the Subject Area Coordinator. Candidates are advised on how to improve their practice. Candidates with very poor assessment results may be put on a **Teacher Candidate Improvement Plan (TCIP)**.
- Candidates automatically receive, by email, a copy of the TPE Level of Proficiency Evaluation (**First Semester, Second Semester Midterm, and Second Semester Final**) when it is submitted by the Master Teacher or Supervisor.
- Candidates are informed of TPA results by the TPA Coordinator who releases scores via Task Stream approximately one month after submission. The TPA Coordinator then meets with candidates who earned a score of <2 to discuss the remediation process.
**TABLE 3: Single Subject Credential Program Transition Points** identifies minimum requirements for continuing to the next phase of our program. With respect to the Teaching Performance Expectations, teacher candidates must score an average minimum score of 2.0 to continue into the final full induction student teaching experience, and must score an average minimum score of 2.85, with no individual TPE score lower than 2.0 and no NE scores, to successfully complete the program.

**Intern Program Delivery Model:** The intern program is a partnership between the preparation program and the employing school district. In an intern delivery model, the preparation program integrates theory and practice as appropriate for teachers of record. Each internship program includes a preservice component (providing skills and knowledge required prior to entering the classroom as the teacher of record) delivered in a sustained, intensive and classroom-focused manner, which includes introductory preparation relative to Standards 4, 7, 8, 11, 12, and 13. The remaining content and fieldwork builds on the preservice experiences and addresses all Commission-adopted standards. The partners jointly provide intensive supervision that consists of structured guidance and regular ongoing support throughout the program. The program design includes an early completion option.

Intern candidates successfully complete the 12 units of prerequisite coursework plus a 3-unit course, Teaching English Learners in Secondary Schools (EDSC 410) and an Intern Program module that introduces candidates to lesson planning, including adaptations and modifications for special populations and strategies to support English learners; creating a positive social environment and classroom management; and assessment of student work. The Interns and their corresponding principals identify a Mentor to support the intern throughout the program through a series of regular, ongoing meetings. The Mentor provides 20 hours of support each semester and submits documentation of the support each semester to the Intern Director.

The program also includes an early completion option, available for English and Mathematics. Prerequisites are the same for early completion candidates as for other candidates with the addition of passage of the Teaching Foundations Exam and successful passage of TPA SSP with a score of 3 or 4. This is Milestone 1 with advisement from (1) Director of Admissions, Secondary Education, (2) Subject Area Coordinator, and (3) Intern Director. Milestone 2 will be completion of course work and fieldwork; XXXX 449I, XXXX449S, and EDSC 460. The Mentor is determined with the approval of the principal. The Mentor is reimbursed by the Single Subject Internship Program and attends the Mentor training at the university.

To satisfy the Technology requirement, candidates may take EDSC 304 Personal Proficiency in Educational Technology for Secondary Teachers (3 units) or pass the state approved Preliminary Educational Technology Examination (National Evaluation Systems, Inc.).

The California Teaching Performance Assessment (CalTPA) is administered each semester. Early completion candidates must pass sections 2, 3, 4 of the CalTPA on the first attempt during the semester they are in the program.

Advisement during the completion of Milestone 2 will be offered by Subject Area Coordinator, Director of Admissions, Secondary Education and the Intern Director with feedback from professors, supervisors, and mentor.

**Individualized Plan for Interns Who Do Not Successfully Complete the Teaching Performance Assessment System**

An intern who does not pass a section of the TPA on the first attempt will be matriculated through the established internship program. An individualized plan will be developed under the guidance of the Single Subject Program Director, Subject Area Coordinator, and Coordinator of Teaching Performance Assessment and will include the following as appropriate: EDSC 310, EDSC 320, EDSC 330, EDSC 340, Single Subject Credential Program Intern
Program Module-Introduction to Secondary Teaching, and EDSC 410. These courses may be completed in the semester or summer immediately following the candidate’s early completion option attempt. The remainder of the candidate's program includes:

- EDSC 440F Supervised Fieldwork in Secondary Schools (2 units)
- EDSC 440S General Pedagogy of Secondary School Teaching (4 units)
- 442 Teaching ___ in Secondary Schools (3 units)
- 449E Gradual Induction in Secondary Schools (3 units) – Fieldwork with Mentor for part-time or full-time position or in combination with Master Teacher(s) for additional classes as needed to meet credentialing requirement in the subject area for which the candidates qualifies by Subject Matter Preparation Program or CSET passage.

During the last semester, the candidate completes:

- 449I Full Induction in Secondary Teaching (10 units) - Student teaching includes teaching part-time or full-time in the public schools or in combination with Master Teacher (s) for additional classes as needed to meet credentialing requirements in the subject area for which the candidates qualifies by Subject Matter Preparation Program and/or appropriate state examination.
- 449S Seminar in Secondary Teaching (3 units) - This seminar provides students with Teaching Performance Expectations and subject-specific support.
- EDSC 460 Teaching Performance Assessment Seminar (3 units)

Advisement under Milestone 3 will come from the Subject Area Coordinator and the Intern Director with feedback from professors, supervisors and mentors) and the Teaching Performance Assessment Coordinator.

Teacher candidates who meet requirements set by the CCTC and CSUF Single Subject Credential Program may apply for the Intern Program. Requirements and program features are found on the Department of Secondary Education Web page. These teacher candidates receive an Internship Credential for the hiring district, which entitles them to teach in a public school while taking their coursework at CSUF in the late afternoons, evenings, or on the weekends.

To be eligible for participation in the first semester, Intern Program credential candidates must have the following items: earned Bachelor’s Degree from a regionally accredited college or university; demonstrated basic skills’ proficiency, passed the appropriate subject matter competence exams (CSETs) or completed a commission-approved Subject Matter Preparation Program (SMPP), completed character and identification clearance (fingerprints), CTC Certificate of Clearance for Teaching Credential, demonstrated knowledge of the US Constitution, and obtained an Internship Intern Credential. Additionally, Interns must obtain an appropriate and acceptable letter of agreement to hire by contract or a contract for employment from the hiring district. Letters and contracts will be reviewed prior to acceptance in the Intern Program.

Each Intern is required to meet all of the above admission requirements. Furthermore, candidates must obtain approval of the Subject Area Coordinator. CSU Fullerton uses a recommendation form, and a personal prompted narrative to assess how the candidate’s prior experiences and attitudes toward children and schools may affect the candidate’s performance in the classroom. Additionally, during the prerequisite courses candidates are required to observe 45 hours of fieldwork in secondary schools at two levels. These requirements provide excellent information related to the candidate’s prior experiences and attitudes toward children and schooling.

Before entering the Intern Program, each candidate participates in an oral interview designed to ask about prior experiences and attitudes toward children. All Intern applicant decisions are made in collaboration with the employing school district. CSU Fullerton will not request an Intern credential without written approval from the
district and bargaining unit in the form of the aforementioned letter of intent to hire by contract or a contract for employment.

The curriculum of the Intern Program includes the same prerequisites and pre-service course work and student teaching as the traditional program. However, the fieldwork requirements may include a full day of teaching each semester, which could include up to a total of 540 hours of fieldwork each semester (18 weeks x 6 periods per day x 5 days per week). Some students may be eligible for partial internships (less than 3 periods per day); however such students would be required to complete their program with student teaching assignments that provide sufficient fieldwork to exit the program. These students would have a combination of an internship assignment and a traditional student teaching assignment.

Internship candidates must complete the Single Subject Credential Program Intern Module prior to enrollment as an Internship candidate in the first semester. This module provides candidates with early instruction on classroom management, lesson planning, and instruction and assessment strategies. This requires candidates to collect numerous materials from their school site and district, including school and district emergency procedures, district content and performance standards, a district testing schedule and academic year calendar, and textbooks. Candidates prepare a Classroom Management Plan and Letter to Parents, first week lesson plans, a semester plan for instruction, bulletin board materials, and an assessment plan.

Interns must also complete EDSC 410 Teaching English Learners in Secondary Schools, in which they design lessons to support English language learners.

First semester coursework is similar to that of traditional teacher candidates. In addition, Interns are supported the first ten weeks by a faculty member in the Intern Program or a Subject Area Supervisor. During the last eight weeks of the public school semester, the University Supervisor continues to interact with the Mentor Support Provider. Evaluations of classroom teaching and TPE level of proficiency are conducted similar to those of traditional teacher candidates. All supervising experiences for Intern candidates (University and Support Provider) are coordinated by the Intern Program Director.

This grant-funded Internship program provides an orientation for the Intern and the Mentor. Each semester, Interns and Mentors attend a meeting on campus which explains the program requirements and expectations, has Interns give their consent for participation on the CTC website, provides directions for the online evaluation system, and offers support to Interns and Mentors in small groups. The grant also provides additional resources for Interns and their Mentors. Additional resources provided for Interns include:

- Gallavan, N. P. (2008.) *Developing Performance-Based Assessments, Grades 6-12*.
- Use of a Flip camera to video teaching for evaluation and reflection
- Funding for substitutes to enable Interns to observe other teachers, meet with their Mentors and /or attend professional conferences.

Additional resources for Mentors include:

• Funding for substitutes to enable Mentor to observe intern, meet with their Interns and/or attend professional conferences.

Program forms and documents specific to the Intern Program are distributed and collected at the Mentor/Intern Meeting. These forms are posted in the online SECTEP Community for access by all members. Copies of all forms are provided in Appendix

- Intern Offer and Assignment
- Intern Program Plan
- Intern Professional Development Plan (PDP)
- Mentor Activity/Substitute Log

Candidates who become Interns in the second semester have completed all of the entrance requirements and four prerequisite courses. The Single Subject Credential Program Intern Program Module is only required for those individuals beginning an Internship in the first semester and EDSC 410 is required to be completed during the first semester. These are candidates who did not seek Intern placements or felt they were not ready to teach their first semester in the program or were unable to obtain teaching positions. As outlined in TABLE 3: Single Subject Credential Program Transition Points, teacher candidates are required to have achieved a minimum 2.0 score on the Teaching Performance Expectations evaluation by Master Teacher and Supervisor. Additionally, the Subject Area Coordinator must recommend the candidate. These evaluations help the University to determine whether the candidates’ prior experiences and qualifications are likely to provide for the candidates success.

Second semester coursework for traditional and Intern candidates is very similar (except for the additional hours of fieldwork that are sometimes part of the internship, depending on the assignment). Interns continue to be provided with additional support as appropriate.

### TABLE 1: Program Coursework and Fieldwork

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Name and Description</th>
<th>Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSC 304</td>
<td>3</td>
<td><strong>SMPP or taken prior to program completion (3 units)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Educational Technologies for Secondary Teachers</td>
<td>Letter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop personal proficiency in educational technologies to facilitate teaching process. Develop digital literacy through use of presentation, spreadsheet, word processing and publication software, and interactive online tools; internet search and retrieval; information literacy; electronic communication and collaboration; awareness of legal and ethical issues in the digital world. Meets state requirement for Single Subject Preliminary Credential.</td>
<td></td>
</tr>
<tr>
<td>EDSC 310</td>
<td>3</td>
<td><strong>The Teaching Experience: Participation</strong></td>
<td>Letter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>History, philosophy, and sociology of secondary education. Introduction to California Teaching Performance Expectations and Teaching Performance Assessment, needs of special populations, English learners, and striving readers, content standards, and major curriculum reform documents. Includes 45-hour practicum in public schools on specific course requirements. May be repeated with consent of instructor.</td>
<td></td>
</tr>
<tr>
<td>EDSC 320</td>
<td>3</td>
<td><strong>Adolescent Development</strong></td>
<td>Letter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Biological, cognitive and socio-cultural development of adolescents. Contexts of adolescent development, including family, peers, school, work and leisure.</td>
<td></td>
</tr>
</tbody>
</table>
Health and safety issues of adolescents.

**Developing Literacy in Secondary Schools**

Strategies for developing content-based reading/writing abilities, comprehension skills, and vocabulary of secondary students. Methods of teaching reading, writing and language skills for English learners and native English speakers. Diagnostic assessment strategies.

**Diversity in Secondary Schools**

Principles of educational equity and diversity. Strategies for providing students equitable access to the core curriculum. How teaching is shaped by diversity in California society. Analysis of personal and institutional bias.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDSC 330</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDSC 340</td>
<td>3</td>
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**Prerequisite Required of Intern Program Candidates**

<table>
<thead>
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<th>Intern Program Online Module</th>
<th>Introduction to Secondary Teaching Module</th>
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<tbody>
<tr>
<td></td>
<td>Methodology directly related to teaching in departmental settings. Required of all first semester intern program candidates before beginning first semester of credential program. Online module covering classroom management, lesson planning and student assessment.</td>
</tr>
</tbody>
</table>

**First Semester (15 units, 150 hours fieldwork)**

**Teaching English Learners in Secondary Schools**


**EDSC 410**

**General Pedagogy of Secondary School Teaching**

Prerequisite: Admission to Single Subject Credential Program. Concurrent enrollment in *EDSC 440F*. Interrelationship of pedagogical theory and practice, classroom management, instructional planning, assessment of student learning, engaging all students, and teacher professionalism.

**EDSC 440S**

**Supervised Fieldwork in Secondary Schools (2)**

Prerequisite: Admission to Single Subject Credential Program. Concurrent enrollment in *EDSC 440S*. Includes 60 hour practicum in a single subject in public schools.

**442**

**Teaching in the Secondary School**

Prerequisite: Admission to Single Subject Credential Program. Concurrent enrollment in 449E. Strategies and techniques for teaching a specified subject in the public schools.

**449E**

**First Semester Student Teaching**

Prerequisite: Admission to Single Subject Credential Program. Concurrent enrollment in 442. Includes 90 hour practicum in collaborative teaching in a single subject in public schools.

**Second Semester (16 units, 300 hours fieldwork)**

**Seminar in Secondary Teaching (3)**

Prerequisites: successful completion of EDSC 440S, 440F, 442, 449E. Concurrent enrollment in 449I. Student teaching in a single subject in public schools.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Credit/ No Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>449I</td>
<td>10</td>
<td>Second Semester Student Teaching (10)</td>
<td>Prerequisites: successful completion of EDSC 440S, 440F, 442, 449E. Concurrent enrollment in EDSC 449S. Includes 300 hour practicum in a single subject in public schools.</td>
<td>Credit/ No Credit (B- or better)</td>
</tr>
<tr>
<td>EDSC 460</td>
<td>3</td>
<td>Teaching Performance Assessment Seminar (3)</td>
<td>Prerequisites: EDSC 442 and successful completion of TPA SSP and submission of TPA DI; Concurrent enrollment in EDSC 449I and 449S. Preparation for completion of Teaching Performance Assessment (CalTPA), which is required for Level I Single Subject Teaching Credential.</td>
<td>Credit/ No Credit (B- or better)</td>
</tr>
<tr>
<td>Assessment</td>
<td>Timing</td>
<td>Evaluators</td>
<td></td>
<td></td>
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<tr>
<td>------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prerequisite Semester</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Assignments and Examinations</td>
<td>Prior to program</td>
<td>Course Instructors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verification of 45-Hour Early Fieldwork Assignment</td>
<td>Prior to program</td>
<td>X</td>
<td>310 Instructor</td>
<td></td>
</tr>
<tr>
<td>Application Process</td>
<td>Prior to program</td>
<td></td>
<td>Subject Area Coordinator</td>
<td></td>
</tr>
<tr>
<td><strong>First Semester</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Assignments and Examinations</td>
<td>Throughout program</td>
<td>Course Instructors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verification of Fieldwork Assignments and MT Qualifications</td>
<td>First Semester - Week 5</td>
<td>X</td>
<td>PDC Director</td>
<td></td>
</tr>
<tr>
<td>TPA Subject Specific Pedagogy (Task 1)</td>
<td>First Semester - Week 6</td>
<td>X</td>
<td>TPA Coordinator</td>
<td></td>
</tr>
<tr>
<td>Assessments of Classroom Practice (2)</td>
<td>First Semester - Weeks 10-15</td>
<td>X</td>
<td>Subject Area Coordinator</td>
<td></td>
</tr>
<tr>
<td>TPA Designing Instruction (Task 2)</td>
<td>First Semester - Week 14</td>
<td>X</td>
<td>TPA Coordinator</td>
<td></td>
</tr>
<tr>
<td>TPE Level of Proficiency: First Semester Evaluation</td>
<td>First Semester - Week 15</td>
<td>X</td>
<td>Subject Area Coordinator</td>
<td></td>
</tr>
<tr>
<td><strong>Second Semester</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Assignments and Examinations</td>
<td>Throughout program</td>
<td>Course Instructors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessments of Classroom Practice (5)</td>
<td>Second Semester - Weeks 1-15</td>
<td>X</td>
<td>Subject Area Coordinator</td>
<td></td>
</tr>
<tr>
<td>TPA Assessing Learning (Task 3)</td>
<td>Second Semester - Week 6</td>
<td>X</td>
<td>TPA Coordinator</td>
<td></td>
</tr>
<tr>
<td>TPE Level of Proficiency: Second Semester Midterm Evaluation</td>
<td>Second Semester - Week 8</td>
<td>X</td>
<td>Subject Area Coordinator</td>
<td></td>
</tr>
<tr>
<td>TPA Culminating Teaching Experience (Task 4)</td>
<td>Second Semester - Week 14</td>
<td>X</td>
<td>TPA Coordinator</td>
<td></td>
</tr>
<tr>
<td>TPE Level of Proficiency: Second Semester Final Evaluation</td>
<td>Second Semester - Week 15</td>
<td>X</td>
<td>Subject Area Coordinator</td>
<td></td>
</tr>
<tr>
<td>TPA Results and Individual Induction Plan</td>
<td>Second Semester - Week 15</td>
<td>TPA Coordinator</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table 3: Single Subject Credential Program Transition Points 10/24/13

<table>
<thead>
<tr>
<th>Admission to First Semester</th>
<th>Credential Program</th>
<th>Program Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Admission to Second Semester</td>
<td>Credit earned (B- or better) for 449S and 460</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Letter Grade of C or better earned for EDSC 304 or passage of CSET 133 and 134</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Verification of Meeting US Constitution Requirement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CRP Training Certification-Red Cross Certified (infant, child, adult) Note: Online training not accepted.</td>
</tr>
<tr>
<td><strong>Courses</strong></td>
<td></td>
<td><strong>Fieldwork</strong></td>
</tr>
<tr>
<td>Subject Matter Competency – Successful completion of a Subject Matter Preparation Program (SMPP) [requires Subject Area Coordinator’s signature] or passage of all required subtest of California Subject Exam for Teachers (CSET)</td>
<td>Letter Grade of B or better earned for EDSC 440S with Letter Grade of B- or better for 442 and EDSC 410</td>
<td></td>
</tr>
<tr>
<td>Verification of Educational Basic Skills Proficiency</td>
<td>Credit earned (B- or better) for student teaching: 440F and 449E</td>
<td></td>
</tr>
<tr>
<td>Prerequisite coursework – Successful completion of EDSC 310, 320, 330, and 340 with GPA of 3.0 on prerequisite courses and earned grades of C or better in each course</td>
<td><strong>Passing score</strong> on TPE Level of Proficiency: First Semester Evaluation (initial teacher candidate teaching evaluations) by Supervisor with average ≥ 2.0 on TPE Level of Proficiency and remediation for any TPE ≤ 2</td>
<td></td>
</tr>
<tr>
<td>GPA – 2.67 cumulative or 2.75 in last 60 semester units</td>
<td>Master Teacher review of candidate performance via TPE Level of Proficiency: First Semester Evaluation</td>
<td></td>
</tr>
<tr>
<td>English Language Proficiency – Writing sample and oral interview required</td>
<td>Recommendation by Subject Area Coordinator</td>
<td></td>
</tr>
<tr>
<td>Faculty/Personal Recommendations – 3 current recommendations [2 from faculty and 1 from other]</td>
<td><strong>Passing score</strong> on TPE Level of Proficiency: Second Semester Final Evaluation by Supervisor with overall average ≥ 2.85 on TPE Level of Proficiency and no TPE lower ≤ 2</td>
<td></td>
</tr>
<tr>
<td>TB Clearance – Provide evidence of a recent tuberculosis test (within last 4 year)</td>
<td>Master Teacher review of candidate performance via TPE Level of Proficiency: Second Semester Final Evaluation</td>
<td></td>
</tr>
<tr>
<td>Certificate of Clearance—FBI background check through CTC (fingerprint required)</td>
<td>Recommendation by Subject Area Coordinator</td>
<td></td>
</tr>
<tr>
<td>CPR Training Certification – Red Cross Certified (infant, child, adult) Note: Online training not accepted</td>
<td><strong>CalTPA</strong></td>
<td></td>
</tr>
<tr>
<td><strong>CalTPA</strong></td>
<td><strong>Passing score</strong> on CalTPA Task 1 (SSP) [rating ≥3, blind scored] based on initial submission or two attempts following remediation, if needed</td>
<td><strong>Passing score</strong> on CalTPA Task 2 (DI) [rating ≥3, blind scored] based on initial submission or two attempts following remediation, if needed</td>
</tr>
<tr>
<td></td>
<td><strong>Submission of CalTPA Task 2 (DI)</strong></td>
<td><strong>Passing score</strong> on CalTPA Task 3 (AL) [rating ≥3, blind scored] based on initial submission or two attempts following remediation, if needed</td>
</tr>
<tr>
<td></td>
<td><strong>Passing score</strong> on CalTPA Task 4 (CTE) [rating ≥3, blind scored] based on initial submission or two attempts following remediation, if needed</td>
<td><strong>Passing score</strong> on CalTPA Task 4 (CTE) [rating ≥3, blind scored] based on initial submission or two attempts following remediation, if needed</td>
</tr>
</tbody>
</table>

**For Candidates Pursuing Bilingual Authorization**

<table>
<thead>
<tr>
<th>Admission to Bilingual Authorization Program</th>
<th>Admission to Second Semester</th>
<th>Program Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>All above requirements</td>
<td><strong>All above requirements</strong></td>
<td><strong>All above requirements</strong></td>
</tr>
<tr>
<td><strong>Spanish BiAu candidate:</strong></td>
<td></td>
<td>Submission of BiAu Field Competencies Form</td>
</tr>
<tr>
<td>- Passing score on oral interview (8/12 points)</td>
<td></td>
<td>For Spanish BiAu: Grade of B- or better earned for two required BiAu courses; 20 hours fieldwork (Bilingual Field Competencies Evaluation Form); and verification of language proficiency (Spanish Language Proficiency Form)</td>
</tr>
<tr>
<td>- Passage of initial oral language assessment</td>
<td></td>
<td>For Asian BiAu: Grade of B- or better earned for two required BiAu courses OR Passing score on CSET LOTE (Asian Language) Subtest IV and V in lieu of the BiAu courses (for Asian BiAu)</td>
</tr>
<tr>
<td>- Passage of Spanish Writing Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Asian BiAu candidate:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Passing score on CSET LOTE (Asian Language) Subtest III OR passing score on oral interview and writing exam in an Asian language</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional CTC requirement that must be met to be recommended for a Preliminary Credential: Bachelor’s degree awarded.
Standard 2: Communication and Collaboration

Sponsors of the preliminary teacher preparation program establish collaborative partnerships that contribute substantively to the quality and effectiveness of the design and implementation of candidate preparation.

Administration of the Single Subject Credential Program is facilitated through the Secondary Education Cooperative Teacher Education Program (SECTEP) Advisory Council. This group is the principal university-wide policy-making body for the program and is advisory to the Dean of the College of Education and includes the following members:

- Faculty in the Department of Secondary Education including the Single Subject Credential Program Director, Director of Admissions, Intern Coordinator, Director of Partner Districts Cohorts (PDC), TPA Coordinator, Chair of the Department of Secondary Education, and PDC instructors;
- Faculty who serve as Subject Area Coordinators for each credential area (social studies, art, English, science, mathematics, foundational-level mathematics, music, world languages, physical education, and theater);
- Faculty who serve as Subject Matter Preparation Program (SMPP) Advisors from academic departments involved in undergraduate subject matter preparation (e.g., History, Biology);
- Admission to Teacher Education staff;
- Credentialing and career placement staff; and
- Representatives from partner districts.

The Chair of SECTEP is the Single Subject Credential Program Director. The Secretary of SECTEP is the Director of Admissions. Monthly meetings assure open communication and collaboration among the members of SECTEP. The program provides for coordination of the administrative components of the program, including admissions, candidate advisement and assessment, and program evaluation. Representation from SECTEP is also provided at All University Responsibility for Teacher Education Council (AURTEC) meetings.

Responsibilities of the Director of Admissions, Single Subject Credential Program Director, Partner Districts Cohorts (PDC) Director, Partner Districts Cohorts instructors, TPA Coordinator, and Subject Area Coordinators (SAC) are divided so as to (1) ensure that administrative needs of the program are resolved promptly and (2) provide a channel of communication to allow faculty, student, and staff concerns to be handled effectively. The responsibilities of these roles are outlined in Responsibilities of Single Subject Credential Program Directors and Coordinators.

All instructional courses offered by the Department of Secondary Education are staffed unit for unit, with no augmentation for level or type. The supervision formula for the program is 0.4 units/student.

In addition to resources within the Department of Secondary Education, methods courses, supervision responsibilities, and student teaching seminars for Art, English, Kinesiology, Mathematics, Music, and Theater are housed in the following academic departments and programs. Academic departments for these programs are responsible for providing resources for program advising, methods course instruction, and supervision of candidates.
Partnerships address significant aspects of preliminary preparation, and include collaboration between (a) subject matter preparation providers and pedagogical preparation providers; and (b) these pedagogical preparation providers and at least one local education agency that sponsors an induction program for beginning teachers where program completers are likely to be hired.

A variety of constituents are represented in SECTEP membership thus creating a balance of gender, ethnicity, and experience. This range of cultural backgrounds, academic expertise and gender balance allows multiple perspectives and the sharing of intellectual knowledge to flourish. At monthly meetings, program quality issues are regularly discussed. Subcommittees are formed when appropriate. Faculty members of individual departments within SECTEP are often active on Search Committees, Personnel Committees, and Program Performance Reviews of other programs. Individual meetings are held between appropriate departments when necessary. SECTEP representatives also serve on the College of Education Credential Programs Committee (CPC) and Accreditation Committees.

SECTEP is a successful collaboration in which participants work together to implement new standards and solve problems as they arise. SECTEP agendas and minutes document our collaboration in developing and review of program policies. The Department of Secondary Education works with placement coordinators from each of their partner districts. These individuals are invited to attend SECTEP meetings, especially the December and May meetings when placement requests are submitted for the following semester. Placement coordinators then work with their principals to place candidates with Master Teachers that meet the qualifications. Although a Program Coordinator may request a specific Master Teacher, the placement coordinator and district principals have the final decision. Each semester, PDC Coordinators work with placement coordinators to hold Master Teacher Orientations in order to prepare cooperating teachers for their roles.

One example of our collaboration with partner districts is our collaboration with the Anaheim Union High School District (AUHSD). Additionally, AUHSD sponsors an induction program.

Since summer 2009 SECTEP has worked with the CSUF Career Center to plan and host a Math and Science Teaching Meet and Greet event at which local school district administrators learn about new developments in CSUF’s STEM education programs, and have the opportunity to meet with intern-eligible and newly credentialed CSUF mathematics and science teachers seeking employment. More than 12 offers of full-time employment and many more part-time opportunities have come as a direct result of this event. We also use this opportunity to receive input from partners regarding program design and policy and candidate recruitment, preparation, and support.

In each partnership, collaboration includes purposeful, substantive dialogue in which the partners contribute to the structured design of the preliminary preparation program and monitor its implementation on a continuing basis. These partnerships would include developing program policies and reviewing program practices pertaining to the recruitment, selection and advisement of candidates; development of curriculum; delivery of instruction; selection of field sites; design of field experiences; selection and preparation of cooperating teachers; and assessment and verification of teaching competence.

Partnerships between SECTEP, cooperating districts, and community members include substantive dialogue in which partners contribute to decisions regarding program design and policies. For example, in spring 2011 we moved to a fully online TPE evaluation system used by field supervisors and cooperating teachers to submit reports about candidate placement and candidate progress. Candidates receive
electronic copies of these reports which include formative feedback and, when necessary, identification of concern. This information is also available to the Single Subject Credential Program Director, Chair of Secondary Education, and Subject Area Coordinators. This just-in-time information allows program faculty to quickly identify issues of concern and, when necessary, helps us to develop strategic remediation plans for candidates. Candidate TPA assessments are submitted and assessed using a secure web-based system created by Taskstream. This streamlines the TPA submission, assessment, and feedback process by providing the TPA coordinator with immediate access to candidate scores for purposes of tracking performance, ensuring the reliability of scoring, and becoming proactive in sharing assessment results with partners and responding to areas of identified improvement.

As a second example, we initiated a collaborative teaching pilot in collaboration with several partner districts in fall 2011 as a way to explore the feasibility of reframing candidates’ “student teaching” fieldwork as something that more closely resembles the model of clinical preparation offered by the 2010 NCATE Blue Ribbon Panel report on teacher preparation. Data collection including candidate and cooperating teacher surveys and interviews will provide important feedback to inform our work as we move forward with this.

Participants cooperatively establish and review the terms and agreements of partnerships, including (a) partners’ well-defined roles, responsibilities, and relationships; and (b) contributions of sufficient resources to support the costs of effective cooperation.

University, on behalf of the Single Subject Credential Program, has signed agreements with each district where students are placed for fieldwork. The agreements document the following: special provisions (including term of agreement, services provided, and rates), general terms, insurance maintenance, governing law, indemnification, fingerprinting and background check information.

The program-based fieldwork component offers opportunities for purposeful involvement in collaborative partnership(s) for the design and delivery of programs by parent and community organizations, county offices of education, educational research centers, business representatives, and teachers’ bargaining agents.

Our relationships with LEAs have been established for over 30 years. Working relationships are maintained through SECTEP and EDSC meetings, electronic communication, and special retreats as needed. As needed, we establish relationships with new districts.

Stakeholders are actively involved in Single Subject Credential Program development and improvement through membership on the Community/Internship Advisory Board, chaired by the Single Subject Credential Program Director. This Board is a group of individuals that represent various constituencies, including administrators and union representatives of each Partner Districts as well as SECTEP faculty. The Board meets twice yearly to assist SECTEP faculty in evaluating the quality of our courses and field experiences. They also advise on the Internship Program. The SCP Director organizes the meetings by securing names, formulating agendas, scheduling meetings, and distributing minutes. She also reports back to SECTEP at its monthly meetings on agenda items covered by the Community/Internship Advisory Board.

In addition, the Intern Program Director participates in the College of Education Intern Advisory Committee with Special Education and Elementary, which meets each semester. This Board is made up of designated representatives from Human Resources of the local school districts.
Intern Program Delivery Model: Intern programs are joint programs of employing school districts and approved program sponsors and require ongoing collaboration to ensure effective operation of the program. It is important that the partners ensure that the program is operating in a manner to further the educational goals of the district and meet the goals and purposes of the preparation program. Partnerships with school district bargaining agents address the availability, selection, preparation, and services of mentor teachers.

The Intern Program Project Director and Coordinator oversee, manage, and deliver grant activities. Responsibilities of these two job positions are provided in Responsibilities of Single Subject Credential Program Director and Coordinator.

The Intern Program Director communicates with the district’s Human Resources office to ensure an appropriate position and contract are being offered to the candidate. The Director makes sure the MOU, which identifies the expectations for both the district and University is up-to-date for each District. Interns may accept part-time or full-time positions.

Standard 3: Foundational Educational Ideas and Research

Through planned prerequisites and/or professional preparation, candidates learn major concepts, principles, theories and research related to: (a) child and adolescent development (cognitive, linguistic, social, emotional, and physical); (b) human learning; and (c) social, cultural, philosophical, and historical foundations of education.

EDSC 310 provides teacher candidates with an introduction to philosophical, historical, and sociological issues of education and schooling. They read about the social, cultural, philosophical and historical foundations of American education and create a timeline of significant events. All instructors in the course use a common textbook, Ryan K, & Cooper, J.M. Those Who Can, Teach (13th ed.,) 2013. Teacher candidates are introduced to the fundamental issues, theories, and research in education as they examine contemporary schooling practices. These concepts are juxtaposed with a field experience in which teacher candidates are introduced to the school as an organization, the classroom as a learning center, and teaching as a career. Teacher candidates are also required to attend a school board meeting and may attend other functions that exemplify social, political, and economic forces: such as, extracurricular activities, Parent Teacher Association meetings, and parent conferences.

In EDSC 320, students study fundamental changes in adolescence (biological, cognitive, and social transitions), contexts of adolescence (family, peer group, and school influences), and psychosocial development (identity, autonomy, intimacy, sexuality, achievement, and psychosocial problems). While the primary focus in these topics is normative behavior, students also learn about important issues of teen depression and suicide, eating disorders, obesity, and risk-taking behaviors. All instructors in the course use a common textbook, Laurence Steinberg’s Adolescence (9th Ed.), 2011. This text explores adolescent development through anthropological, sociological, psychological, biological, and educational perspectives. Students learn theories and applications, examine current trends in adolescent behavior, and analyze research on adolescent development. Among the predominant theorists studied in Adolescence are Piaget’s Stages of Cognitive Development, Kohlberg’s Levels of Moral Development, the Five-Factor Personality Theory, Erikson’s Identity Development, Vygotsky, Bowlby and Ainsworth’s Attachment Theory, and Parenting Styles (Baumrind, Maccoby and Martin).
In **EDSC 340**, students engage with theory and research that address the social, political, and historical dimensions impacting the educational opportunities of diverse student populations. Major theoretical frameworks are conjoined with scholarship on the schooling of historically marginalized groups. Such frameworks and scholarship include the works of Sonia Nieto (socio-political framework), Joel Spring (deculturalization theory), Daniel Solorzano (Critical Race Theory in Education), and Richard Valencia (deficit thinking framework) among others.

**EDSC 440S** focuses on issues related to what goes on in secondary school classrooms. Topics are organized around the TPEs and include lesson planning; writing objectives; assessment, planning for a semester of instruction; teaching ELD and other special needs students; teaching and the law; budgeting and school finance; national, state, and district policies; teacher organizations; educating special education students; and current issues in education. School district specialists and Master Teachers/Mentors augment the study and application of general pedagogy.

*The program provides opportunities for candidates to examine how selected concepts and principles are represented in contemporary educational policies and practices in California schools.*

In 310, students complete a school accountability newsletter project in which they explore the accountability movement and how schools respond. They research student demographics and student achievement.

As a part of their course work in EDSC 320, students learn about contemporary policies and practices in California schools and their relationships to the developmental needs of adolescents. For example, students learn that student sleep patterns change during adolescence (delayed phase preference), and then learn how some school districts are exploring later school-start times. In relation to issues of bullying, students learn about national, state, and local policies related to the prevention of bullying. In addition, they learn about school policies for promoting healthy nutrition and preventing obesity.

Presentations, discussions, and readings in EDC 320 examine profiles of youth violence offenders; readings identify factors of school structure and organization related to a higher incidence of school violence. Activities focus on specific strategies that teachers and parents can use to reduce the risk of violence in schools. Students also may complete assignments that address common chronic and communicable diseases of children and adolescents; strategies for encouraging the healthy nutrition of children and youth; and knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco.

**Standard 4: Relationships Between Theory and Practice**

*The teacher preparation program provides extensive opportunities for candidates to analyze, implement and reflect on the relationships between foundational issues, theories, and professional practice related to teaching and learning.*

**EDSC 310** provides students with an introduction to philosophical, historical, and sociological issues of education and schooling. Teacher candidates are introduced to the fundamental issues, theories, and research in education as they examine contemporary schooling practices. These concepts are
juxtaposed with a field experience in which they are introduced to the school as an organization, the classroom as a learning center, and teaching as a career. Teacher candidates are also required to attend a school board meeting and may attend other functions that exemplify social, political, and economic forces: such as, extracurricular activities, Parent Teacher Association meetings, and parent conferences. EDSC 310 is available to all students wishing to explore a career in teaching.

In EDSC 320, assignments and readings focus on theories and applications of adolescent cognitive and moral development. Students interact further with historical, social, anthropological, and psychological theories of education. These perspectives are woven throughout the course to give students a theoretical understanding of secondary students and the contexts that influence what goes on in classrooms. The course is organized to address both the similarities of adolescents (with respect to the biological, cognitive, and sociocultural changes they undergo) and differences (with respect to age, gender, ethnicity, social class, and exceptionality). Students engage in literature circles, in groups using the formal structure of literature circle to explore current issues as documented in trade books.

In EDSC 340, readings, videos, assignments, and classroom activities focus on the ways in which people are categorized in the United States by race, ethnicity, immigration status, nationality, class, gender, sexual orientation, disability, and language. These activities also expose candidates to a diversity of human experiences that exist in the U.S., many of them in contrast to their own. More importantly, students analyze the impact of these categories and experiences on ideologies and beliefs that then both create and sustain inequitable educational structures. On a regular basis, students are asked to reflect on their own lives, the lives of their future students, and their upcoming role as classroom teachers, and what the perspectives presented mean concretely for their practices inside and outside the classroom in the interest of providing all students with equitable and rigorous educational opportunities.

In EDSC 410, candidates explore the historical development of second language (L2) teaching theory and methods in the United States. Candidates examine the psycholinguistic and sociolinguistic principles upon which modern methods of L2 teaching are based. Credential candidates learn instructional strategies and design lessons compatible with these principles. The course content is learned through experiential, participatory and process-oriented strategies that are used in successful English language development classrooms and that build reflective practices and shared decision-making in programs designed for English language learners.

The CSU Fullerton Single Subject Credential Program begins with a supervised introduction to the secondary school setting (including an early fieldwork component), and progresses toward full immersion into classroom assignments. The program is designed to allow teacher candidates to move between theoretical knowledge provided in coursework and the practical experience gained in secondary classrooms. During the program, candidates develop philosophical and methodological perspectives that are tested in practical experience. Field experiences compliment coursework, enabling teacher candidates to deepen their understanding of the complex influences shaping our schools. As evidenced by course syllabi and course descriptions, our program includes recurring examination of a broad range of educational issues and their relationship to practice.

Throughout the credential program, candidates continue to gain essential knowledge about the nature of adolescents, the secondary school, its curriculum, instructional materials, and teaching strategies from the university coursework. The candidates apply their knowledge in the reality of the secondary school classroom as they proceed in each semester of the program. In essence, the district in which the
candidates are placed for their fieldwork becomes a "text" for teacher candidates to read, analyze, and interpret.

**EDSC 440S** focuses on issues related to what goes on in secondary school classrooms. Topics are organized around the TPEs and include lesson planning; writing objectives; assessment; planning for a semester of instruction; teaching ELD and other special needs students; teaching and the law; budgeting and school finance; national, state, and district policies; teacher organizations; educating special education students; and current issues in education. School district specialists and Master Teachers/Mentors augment the study and application of general pedagogy.

Instructors model and candidates practice, first in university classrooms and then in secondary classrooms, a variety of models of teaching—social, personal, information processing, and behavioral systems. In every class, candidates are coached on how to select and apply these models contextually and with consideration of both the curricular and student circumstances. Candidates are challenged to choose models of teaching that are appropriate for the grade and skill levels of students, and to adapt instruction appropriately. Examples of instructional strategies that are modeled and coached include: cooperative learning (pairs, groups, jigsaws); writing, reading, speaking and listening across the curriculum; use of technology by teachers and students to improve student achievement; laboratory activities; student performances, presentations, and projects; self-introspection; concept formation and attainment; use of concept mapping; literature circles; individual and group research; discussion and student recitations; peer-assistance; use of manipulatives; and student-created assessments. Seminar topics identified on course syllabi attest to the variety of the models. Further, even in our more theory-based courses, such as EDSC 320, instructors continue to reiterate that candidates should constantly think about how to adapt the instructional strategies they are witnessing for their own classroom use.

In coursework, classroom observations, and supervised fieldwork candidates examine research-based theories and their relationships to (a) principles of human learning and development; (b) pedagogical strategies and options; (c) curriculum, instruction, and assessment; and (d) student accomplishments, attitudes, and conduct.

In EDSC 310, candidates explore basic theories of learning and identify those theories in practice during their fieldwork observations and explicitly note them in their observation reports. In fieldwork reports, candidates note the structure of the lesson they see implemented during their observations, describe the instructional strategies they observed, and identify formative and summative assessments they see utilized. Candidates also analyze learning theories addressed and classroom management strategies.

In EDSC 320, students study fundamental changes in adolescence (biological, cognitive, and social transitions), contexts of adolescence (family, peer group, and school influences), and psychosocial development (identity, autonomy, intimacy, sexuality, achievement, and psychosocial problems). While the primary focus in these topics is normative behavior, students also learn about important issues of teen depression and suicide, eating disorders, obesity, and risk-taking behaviors. Students select research based articles on a topic related to these concepts. Explored are learning theories on Information Processing, etc. as expounded by such theorist as, Vygotsky, Piaget’s Stages of Cognitive Development, Kohlberg’s Levels of Moral Development, the Five-Factor Personality Theory, Erikson’s Identify Development, Bowlby and Ainsworth’s Attachment Theory, and Parenting Styles (Baumrind, Maccoby and Martin).
EDSC 330 provides substantive, research-based content literacy instruction that effectively prepares each candidate to teach content-based reading, writing, speaking and listening skills to a full range of students including striving readers (“students experiencing difficulty with reading,” as explained in the new ELA/ELD Framework), students with special needs, English learners, speakers of non-standard English, and advanced learners. Candidates use assessments (diagnostic, formative, and summative) for individualized content-based reading instruction in order to monitor student progress and demonstrate the linkage between assessment and instruction. Candidates provide systematic and explicit differentiated instruction in the content area to meet the needs of the full range of learners in the classroom (e.g., striving readers, students with special needs, English learners, speakers of non-standard English, and advanced learners). Candidates apply research and methods in a Subject Matter Lesson Plan Project, which includes an array of strategies applicable to various reading levels and language backgrounds. Methods for tapping into students’ prior knowledge and vocabulary development are also included in candidate lesson plans.

In 410, candidates learn about current theories of language development and bilingualism through lectures, case studies, videos, class discussions, and student/guest speaker presentations. Candidates utilize their increasing knowledge of these theories as they develop, conduct, and report on their findings of their English learner case study.

Working collaboratively, course instructors, program field supervisors, and district support personnel explain and illustrate a variety of models of teaching and the application of these models contextually. They instruct and coach candidates to use and reflect on their understanding of relevant theory and research in making instructional decisions and improving pedagogical practices and how these theories and practices inform school policies and practices.

In EDSC 310, candidates conduct over 45 hours of fieldwork observations at both middle school and high school levels during which they see a variety of models of teaching and reflect on their observations in course assignments.

As they progress through their coursework, read research-based strategies and see effective teaching modeled by instructors and complete required observations of teachers at their schools, teacher candidates are expected to improve their choices of instructional strategies and assessments to support the grade level and abilities of their students with appropriate adaptations for their specific students, including English learners, students with special needs, and striving readers, in their individual classes.

In EDSC 330 candidates see various literacy strategies modeled by course instructors, or through the use of video resources, that showcase teachers modeling effective instructional practices. In all sections of 330 candidates are asked to consider the blend between theory and practice. In course assignments and discussions candidates reflect on their learning and consider how what they are learning will impact their future practice as educators.

Intern Program Delivery Model: In an intern delivery model, the program design addresses this standard in the specific context of being the teacher of record.

Interns complete the same prerequisite courses and the Single Subject Credential Program Intern Program Module (for those entering in the first semester of the program). Interns complete an Individual Intern Professional Development Plan where they identify areas related to the California Standards for the Teaching Profession for growth and professional development in consultation with the
Mentor teacher. In the Internship Program, candidates are paired with a Mentor Teacher with the approval of the Principal. The Intern meets with the Mentor on a regular basis for support and feedback.

For EDSC 440SF, interns develop a standards-based lesson plan in advance for each class they teach and reflect on the implementation afterwards. Interns are given feedback on their lesson plans by the University instructor.

In EDSC 440S, interns meet as a cohort to share their classroom experiences and learn from one another. They bring in examples of their student work. They present the content objectives, teaching strategies and assessments used for sharing and feedback. They also examine each other’s assessment plans for strengths and weaknesses and use critical thinking to suggest how the assessment plan might have been improved. They observe effective teaching strategies modeled by the University instructor and discuss how they might be adapted for their classes. Special topics are: writing objectives, lesson planning, classroom management, assessment, supporting students with special needs, legal issues, professional organizations, and current issues in education. The seminar format allows for students to analyze their own practice.

As they progress through their coursework, Interns read research-based strategies and see effective teaching modeled by instructors, and complete required observations of teachers at their schools, interns are expected to modify and revise their choices of instructional strategies and assessments to support the grade level and abilities of their students with appropriate adaptations for their specific students, including English learners, students with special needs, and striving readers, in their individual classes.

**Standard 5: Professional Perspectives Toward Student Learning and the Teaching Profession**

*The preparation program ensures that each candidate explores a variety of perspectives and begins to develop a professional perspective on teaching that includes an ethical commitment to teach every student effectively and to develop as a professional educator. Candidates study different perspectives on teaching and learning, and explore alternative concepts of education.*

Teacher candidates are introduced to the concept of differentiation, TPEs and the TPA in EDSC 310 The Teaching Experience. Through structured fieldwork at the middle school and high school levels, candidates explore a variety of school cultures and teaching practices. In their first and second semesters of fieldwork, candidates revisit the concept of meeting needs related to individual differences of secondary students as they increase their development and implementation of lessons through collaborative teaching and finally student teaching. Candidates continually reflect on their teaching practices and decisions.

The CSU Fullerton Single Subject Credential Program begins with a supervised introduction to the secondary school setting (including an early fieldwork component), and progresses toward full immersion into classroom assignments. The program is designed to allow students to move between theoretical knowledge provided in coursework and the practical experience gained in secondary classrooms. During the program, candidates have the opportunity to observe other teachers both in and out of their fields to study different perspectives on teaching and learning. Also, they develop their own philosophical and methodological perspectives that are tested in practical experience. Field experiences
compliment coursework, enabling teacher candidates to deepen their understanding of the complex influences shaping our schools. As they become immersed in their field placement, they identify the wide range of professional responsibilities of teachers and the range of ethical considerations facing teachers on a daily basis.

Small- and whole-group discussion in subject-specific courses (XXXX 442: Methods of Teaching XXXX Content in Secondary Schools) and general pedagogy courses as well as all prerequisite courses allow candidates to discuss critical issues in educational practice. Candidates are required to teach utilizing a variety of instructional formats and reflect on their teaching. They always do with in consideration of the content and performance standards.

*The program provides opportunities for candidates to examine research on relationships between (a) the background characteristics of students and inequities in academic outcomes of schooling in the United States, and (b) teacher expectations and student achievement. The program educates candidates on laws pertaining to health, safety, protection, access and educational equity for all students.*

In **EDSC 320**, these issues are more closely examined through the exploration of similarities and differences in the biological, cognitive, and sociocultural transitions that adolescents from diverse backgrounds undergo. Students also study fundamental changes in adolescence (biological, cognitive, and social transitions), contexts of adolescence (family, peer group, and school influences), and psychosocial development (identity, autonomy, intimacy, sexuality, achievement, and psychosocial problems).

In EDSC 320, teacher candidates identify and research web sites related to eating disorders, depression and suicide, school safety and violence prevention and develop a list of local community agencies that can provide medical, legal, and language services. Topics include obesity, eating disorders, body image, sex education, growth-related disorders and injuries, sexually transmitted diseases, sleep needs of adolescents, precocious puberty, and menarche/menarche. Content and experiences introduce health factors related to nutrition, obesity, pubertal timing, physical fitness, and mortality of adolescents. Readings and discussion examine trends related to diverse family structures, impact of parenting style on adolescent psychosocial development, and contextual variables that place adolescents at risk. Candidates research the effects of family, school, and institutional impact on academic achievement. Students identify resources in the local community as well and explore diverse family structures and cultural practices in order to facilitate academic achievement.

**EDSC 340** provides targeted information regarding major ethnic and linguistic communities of teacher candidates. Additionally, it offers an extensive overview of the social, cultural, and historical circumstances surrounding the educational preparedness of diverse students and special populations. Given our philosophy of empowering all students to shape communities that are more humane and enabling students to understand the implications for their practice of differences and similarities among students, and the needs of our surrounding districts, all candidates are trained in teaching and interacting with students and parents that are linguistically, culturally, and socioeconomically diverse. Beyond the specific attention devoted to these issues in the pre-service coursework, program candidates are placed for first semester teaching in at least one class with a minimum of 25 percent minority students. In our service area, the norm is nearer fifty percent minority, with some classrooms over ninety percent minority. In these settings, teacher candidates are supervised and counseled in effective behaviors and strategies to increase communication and rapport.
The program educates candidates on laws pertaining to health, safety, protection, access and educational equity for all teacher candidates through all prerequisite and credential courses.

In **EDSC 440S**, candidates are further exposed to the range of social, health, educational and language-related service agencies and other resources that are available at school and off campus, particularly ones that promote student health and school safety and reduce school violence. Candidates are informed of their responsibilities to report Child Abuse and to avoid sexual harassment in the Single Subject Credential Handbook. Candidates develop examples of ways to effectively communicate with parents including letters or postcards, newsletters, telephone calls, attending extra-curricular activities, and conferences. Candidates are also introduced to the major laws and principles that address student rights and parent rights in a special interactive seminar on Legal Issues. Candidates are introduced to the major laws and principles that address student health and safety. They learn district-based procedures on identifying, referring, and supporting students and families who may be at risk of biological, psychological, emotional or social health problems.

*During interrelated coursework and fieldwork, candidates learn how social, emotional, cognitive, cultural, and pedagogical factors impact student learning outcomes, and how a teacher’s beliefs, expectations, and behaviors strongly affect learning on the part of student groups and individuals.*

In EDSC 320, assignments and readings focus on theories and applications of adolescent cognitive and moral development. Teacher candidates interact further with historical, social, anthropological, and psychological theories of education. These perspectives are woven throughout the course to give teacher candidates a theoretical understanding of secondary students and the contexts that influence what goes on in classrooms. The course is organized to address both the similarities of adolescents (with respect to the biological, cognitive, and sociocultural changes they undergo) and differences (with respect to age, gender, ethnicity, social class, and exceptionality).

EDSC 340 teacher candidates examine the biased and cultural self through simulations, in-class activities, research, and exercises. These exercises are intended to allow the teacher candidate to react to their own biases, and to respect their cultural self so they in turn would learn about the culture of others. Along the way, instructors discuss learning theories and styles among diverse student populations. Instructors introduce and reinforce multiple intelligences by modeling proper lesson planning techniques, and demonstrating how to interact with individual students.

EDSC 440S instructors also discuss how to design the physical organization of classroom instruction to maximize learning among students with a variety of learning abilities through affective and reflective modeling. They examine Through their fieldwork, candidates practice and reflect on how and when to organize their beliefs, expectations, and small grouping to facilitate behaviors strongly affecting learning on the part of student achievement as part of the lesson plan process for groups and individuals.

In EDSC lesson delivery 304, students consider issues of diversity, examine of the accessibility of technology, the digital divide, and how technology can be used to strengthen participation for all students.

*The program provides opportunities for each candidate to promote student academic progress equitably and conscientiously, and fosters the intellectual, social, and personal development of all children and adolescents, while emphasizing the teacher’s unique role in advancing each student’s academic achievements and advocating for students. Through formal instruction, coaching,*
Supervision candidates assume the responsibility to maximize each learner’s achievements by building on students’ prior instruction and experience.

Candidates are required to develop lesson plans in 330, 304, 410, 440S, 442, and 449S. There is a standard EDSC Lesson Plan Format and EDSC Lesson Plan Rubric for the program that is used in general courses; some subject areas have their own format as well. They are expected to utilize lesson plans and reflect on practice in 440F, 449E, and 449I. Candidates submit lesson plans to their Master Teachers and to the University Supervisors who conduct a series of formal observations. They receive feedback and coaching on addressing student academic progress through regular conferences with Master Teachers and Supervisors.

As they progress through the program, candidates are expected to make better judgments regarding instructional decisions based on their growing knowledge of educational theories and research in the areas of developmentally appropriate content, instructional, and assessment; English learners; striving readers; subject-specific and appropriate pedagogy; and current educational practices and issues in California.

The program provides opportunities for candidates to learn the importance of challenging students to set and meet high academic expectations for themselves. They learn to use multiple sources of information, including qualitative and quantitative data, to assess students’ existing knowledge and abilities, and to establish ambitious learning goals for students.

The study of classroom practices and instructional materials that promote educational equity is included in the adolescence class and is one of the major foci in the student diversity and literacy development classes (EDSC 330 and 340). In EDSC 330, this occurs with the literacy lesson, one of the signature assignments for the class in which. It is our goal to prepare candidates to engage and support every student in learning. Curriculum materials in these courses emphasize that all secondary students can be academically successful. Candidates revisit these ideas in EDSC 440S seminars on English Language Development (ELD) teaching strategies, Striving Readers and special education students.

In EDSC 440S candidates identify how to access existing assessment data and create their own at the classroom level so as to establish appropriate goals for each student. They are encouraged to use multiple sources of information including parent contacts, transcripts, and standardized test results as the basis for their instructional decisions.

The Teacher Performance Assessment (TPA), Subject Specific Pedagogy Task 1, Scenario 1-4 requires candidates to demonstrate their ability to address and adapt instruction in a variety of ways in order to effectively meet the needs of a diverse student population. Students must respond appropriately to these prompts in order to progress onto their student teaching semester. The TPA, Subject Specific Pedagogy Task 1, Scenario 1 addresses developmentally appropriate pedagogy, Scenario 2, with assessment, Scenario 3 with English Language Learners and scenario 4 with special needs populations. These scenarios effectively address each standard outlined here under Standard #12.

Individually and collaboratively with colleagues, candidates examine and reflect on their teaching practices and professional behaviors in relation to principles of classroom equity and the professional responsibilities of teachers. Candidates collaborate with colleagues to design and deliver effective, coordinated instruction.
Throughout the program, candidates make pedagogical decisions. With each additional course, candidates explore additional resources on which to base these decisions, including state-adopted instructional materials and curriculum frameworks; professional literature sources, including membership in and attendance at local conferences of their professional organization and membership in student associations of teacher unions; an increasing circle of peers, teachers, and university faculty who become their colleagues; and ongoing reflection of practice and proficiency. These resources enable candidates to consider a wide variety of approaches to instructional planning, implementation, and assessment, such as authentic assessment, constructivist models of teaching, inquiry learning and student-based projects.

Our program is based on a collaborative approach is coupled with a philosophy of teacher preparation that puts a premium on combining theory and practice throughout the program. To achieve this, the SECTEP (Secondary Education Cooperative Teacher Education Program) faculty developed a Professional Districts Cohort concept that brings teacher preparation candidates into the world of the contemporary secondary school within the first weeks of classes. Moreover, instructors in the program are drawn from university faculty ranks, school district personnel, and master classroom teachers. Thus, throughout the program, candidates collaborate with a variety of colleagues to design, deliver, evaluate, and revise effective, coordinated instruction. Three examples of this collaboration include the following: In EDSC 304, candidates develop a comprehensive unit of study and give and received feedback from peers on the soundness of their technological pedagogical content knowledge in planning and ways to improve their plan. In their fieldwork, candidates collaborate with their master teachers on lesson design and implementation. In 442 and 449S, candidates share instructional ideas and discuss ways to improve lesson delivery.

Intern Program Delivery Model: The intern preservice component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation relative to Standard 5: Professional Perspectives toward Student Learning and the Teaching Profession.

Interns complete all prerequisite courses identified in Standard 5, including EDSC 310, 320, 330, and 340. They are also required to complete EDSC 410 Teaching English Learners in Secondary Schools, which prepares them to support English language learners, and the Single Subject Credential Program Intern Program Module, which introduces professional perspectives toward student learning and the teaching assignment in multiple course assignments, such as the development of classroom management materials, a letter to parents, semester plan, classroom plan, and units of study. These experiences prepare them for their internship teaching assignment.

Category B: Preparation to Teach Curriculum to All Students in California Schools

Standard 6: Pedagogy and Reflective Practice

To maximize student learning, candidates learn to create and maintain well-managed classrooms that foster students’ physical, cognitive, emotional, and social well-being. They learn to develop safe, inclusive, positive learning environments that promote respect, value difference, and mediate conflicts according to state laws and local protocol.
Effective practices for managing and leading a classroom of either middle or high school students are introduced, discussed and implemented throughout program coursework and fieldwork.

After reviewing the historical foundations and stated purposes of American public education as a way to create an educated citizenry in EDSC 310, the many legal issues and responsibilities of the teaching profession are introduced and discussed. Some of these responsibilities deal with the care and protection of the young people under their care while at school as if they were their parents; *in loco parents*. In conjunction with the above and what is taught in EDC 320 regarding the many facets of adolescent development, candidates are encouraged to think about what type of environment might need to be created by them as teachers in order to foster their students’ physical, cognitive, emotional and social well-being.

In EDSC 340, candidates are introduced to the concept of human diversity and “difference” as a normal condition, and of the necessity of the recognition and inclusion of all students as valuable and important members of the classroom community.

In 410, candidates learn about sociocultural factors that influence instruction and the importance of becoming familiarized with the home culture of their students in order to make appropriate adaptations (i.e., culturally-responsive educational practices). Candidates address the importance of students’ family and cultural backgrounds and experiences through lectures, videos, in-class discussions, and out-of-class research projects.

EDCS 440S candidates attend presentations on legal issues in education and on the Positive Behavior Support model. They identify contributing factors that lead to student involvement in conflict or violence and explore methods of defusing such situations. They also discuss means for prevention such as building relationships with students and parents, effective classroom management, and practicing conflict resolution. Candidates are encouraged to learn conflict resolution techniques through district-offered trainings. All candidates are required to complete a thorough Classroom Management Plan as their last required assignment in the course.

During their student teaching, candidates are also required to incorporate in the lesson plan strategies to manage and allocate time so classroom students meet standards and objectives. Classroom management of routines and tasks specific to subject matter are discussed in EDSC 442 sessions on classroom management; i.e. laboratory procedures or care of musical instruments. Candidates in EDSC 442 are requested to further refine their classroom management plans that were developed in EDSC 440S.

*By design, the preliminary teacher preparation program fosters the ability of candidates to evaluate instructional alternatives, articulate the pedagogical reasons for instructional decisions, and reflect on teaching practices. The program fosters each candidate’s realization that the analysis and assessment of practices promote a teacher’s professional growth.*

Throughout the program, candidates make many pedagogical decisions in both hypothetical and real classrooms. With each course, candidates explore additional resources on which to base these decisions, including state-adopted instructional materials and curriculum frameworks; professional literature sources, including membership in and attendance at local conferences of their professional subject matter organization and membership in student associations of teacher unions; an increasing circle of
peers, teachers, an university faculty who become their colleagues; and ongoing reflection on their teaching practice and proficiency. These resources enable candidates to consider a wide variety of approaches to instructional planning, implementation, and assessment, such as authentic assessment, constructivist models of teaching, inquiry learning and student-centered projects, and to articulate them to different stakeholders.

Second, our program is based on a collaborative approach coupled with a philosophy of teacher preparation that puts a premium on combining theory and practice throughout the program. To achieve this, we use a Partner Districts Cohort model that brings teacher preparation candidates into the world of the contemporary secondary school within the first ten weeks of classes. Moreover, instructors in the program are drawn from university faculty ranks, school district personnel, and master classroom teachers. In this manner, credential candidates are exposed to multiple perspectives regarding the classroom context and how they might continue to grow professionally.

Each semester, candidates have the opportunity to plan and implement a variety of strategies with assessment of corresponding student work for academic progress. Concurrently, the teacher candidates participate in subject-based seminars in which they discuss these topics and reflect on their practice. Conferences with Master Teachers and Supervisors provide additional opportunities for reflection and targeted professional growth.

In the program, candidates read, analyze, discuss, and evaluate professional literature pertaining to important contemporary issues in California schools and classrooms, and use sources of professional information in making decisions about teaching and learning.

In EDSC 310, candidates evaluate important contemporary issues in California schools and classrooms. Candidates explore current problems facing California teachers, administrators, and parents. In small group and whole-class discussions, candidates participate in decision making and problem solving in the attempt to identify solutions to these critical issues.

In EDSC 320, teacher candidates complete readings and assignments related to issues of school size and organization, school violence, depression and suicide, bullying and harassment. These also include the contexts of adolescence (family, peer group, and school influences), and psychosocial development (identity, autonomy, intimacy, sexuality, achievement, and psychosocial problems).

In EDSC 440S, candidates attend first weeks of presentations on contemporary issues and effective teaching practices related to legal and ethical considerations, English learners, students with special needs, and striving readers. In each of these presentations, candidates are presented with current problems facing teachers, administrators, and parents particularly in California. They discuss or role-play decision making on complex educational issues, and also are presented with the most current research-based effective practices.

Candidates learn how to use and interpret student assessment data from multiple measures of student academic performance to inform instruction. They learn how to plan and differentiate instruction based on student assessment data and diverse learning needs of the full range of learners (e.g., striving readers, students with special needs, English learners, speakers of non-standard English, and advanced learners).
In EDSC 310, candidates examine instructional goals and how to modify instruction and assessment for a diverse range of students. In EDSC 320, candidates consider the needs of secondary students with a variety of characteristics like age, biological development, cognitive development, socioeconomic status, individual differences, and gender. In EDSC 330, they consider the specific needs of students of varied levels of literacy.

In EDSC 340, they consider the specific needs of students from a diverse set of cultures, abilities, special needs, and sexual orientations. In EDSC 330, they consider the specific needs of students of varied levels of literacy, as evidenced throughout the course readings, specifically chapters 4 and 5 from the course text. Candidates use assessments (diagnostic, formative, and summative) for individualized content-based reading instruction in order to monitor student progress and demonstrate the linkage between assessment and instruction.

In EDSC 410, they consider the specific needs of students who are English learners and/or who have parents who do not speak and/or are not literate in English.

Throughout the program, candidates evaluate instructional alternatives, articulate the pedagogical reasons for instructional decisions, and reflect on their teaching practices, especially in light of data they collect regarding student academic performance. In various courses, candidates consider student needs and characteristics in planning and/or adapting instruction and assessment.

In their first and second semesters of fieldwork, candidates revisit this full range of learners as they increase the development and implementation of their own daily lessons and unit plans through supportive collaborative teaching and independent student teaching experiences.

In line with the program’s focus on the relationship between theory and practice, and constant cycle of reflection, candidates continually reflect on their teaching practices and decisions. Small- and whole-group discussion in subject-specific courses (methods) and general pedagogy courses (all prerequisites and EDSC 440S) allow candidates to discuss critical issues in educational practice. Candidates are required to teach utilizing a variety of instructional formats and reflect on their teaching. In fact, the EDSC Lesson Plan Format includes an assessment section in which students identify entry-level, progress monitoring and summative assessments, their purpose, implementation, plan for feedback and how the data will inform instruction which requires candidates to create and reflect upon various modifications that they will make in that lesson for English learners, students with special needs, striving reader and advanced students in their classroom. This section is completed along with consideration of the performance of their hypothetical and real students on multiple forms of assessment.

Candidates learn to select, assess, make pedagogical decisions, and reflect on instructional practices in relation to (a) state-adopted academic content standards for students and curriculum frameworks, (b) principles of human development and learning, (c) the observed effects of different practices, and (d) consultation with colleagues.

The state-adopted content standards and frameworks are required texts for EDSC 310 and EDSC 440S/F, and EDSC 442/449S. In addition, the California Department of Education’s documents on Accountability Progress Reporting (APR) and the Teacher Performance Expectations are important resources in EDSC 310. Faculty continue to have their candidates explore current issues utilizing materials from EdSource. In every course in the program, candidates are required to relate learning to their implementation of curricula that meet state requirements. Candidates take an extensive and critical look at California’s
Candidates are required to self-assess their proficiency in the Teaching Performance Expectations in the first and second semesters in the program. Extern candidates are required to summarize and evaluate their lesson plans and implementations through a reflection section of the Lesson Plan Format. As they begin their student teaching semester, candidates are required to meet with their Master Teacher and identify areas of strength and weakness based on their Master Teacher’s observation of their teaching practice. Candidates are required to consult with school site and content area colleagues to design and practice lessons and plan assessments. In EDSC 440S, students’ lesson plans, assessment plans, and classroom management plans and all supporting instructional materials are reviewed and critiqued by peers before final submission. This helps candidates make informed decisions about their own teaching and learning in a community of collegiality, setting up an important habit of mind and pedagogical skill for the development of their teaching career.

**Standard 7-B: Single Subject Reading, Writing and Related Language Instruction**

*The single subject teaching credential teacher preparation program provides substantive, research-based content literacy instruction (defined below) that effectively prepares each candidate to teach content-based reading and writing skills to a full range of students including striving readers, students with special needs, English learners, speakers of non-standard English, and advanced learners. The single subject credential program prepares candidates to do the following:*

- demonstrate knowledge of components for effective instructional delivery in reading as described in the CA Reading/Language Arts Framework (2007). For example: Orientation (e.g., engagement, teacher demonstration), Presentation (e.g., explicit instruction, modeling, pacing), Structured practice (e.g., reinforcement, questioning, feedback), Guided practice (e.g., questioning, feedback, corrections, peer-mediated instruction)
- use content-based literacy strategies (i.e., reading, writing, speaking, and listening) to facilitate learning of subject matter for the full range of learners in the classroom
- identify California Content Standards for their subject that require literacy strategies and approaches (e.g., using historical research to interpret events in history-social science, using professional journal articles for science research)
- be aware of and understand research-based instructional approaches that build fluency, comprehension and background knowledge; develop academic language, develop study and research skills, and teach writing in the discipline
- use assessments (diagnostic, formative, and summative) for individualized content-based reading instruction in order to monitor student progress and demonstrate the linkage between assessment and instruction
provide systematic and explicit differentiated instruction in the content area to meet the needs of the full range of learners in the classroom (e.g., striving readers, students with special needs, English learners, speakers of non-standard English, and advanced learners)

The CSU Fullerton Single Subject Credential Program provides instruction to prepare candidates to infuse reading, writing, listening and speaking skills across the curriculum for all students, including those with varied reading levels and language backgrounds. Strategies taught are research-based and transferable to any content area. Coursework includes assignments that allow candidates to practice their skills in teaching reading and writing skills within the content area, assess student reading and writing skills, and provide remediation and make referrals as appropriate.

In EDSC 310, candidates are introduced to the EDSC Lesson Plan Format, which includes a section on adapting the instruction to address the improving students’ literacy. Candidates are introduced to state reform documents for middle and high schools and the state Content Standards for all subject matter areas. Finally, candidates are introduced to the need to adapt curriculum for and focus on the needs of striving readers.

EDSC 330 focuses on key concepts, issues, and terms in the area of literacy across the curriculum; theoretical foundations of literacy and cognitive development; and instructional strategies for improving secondary students' vocabulary, reading, composition, and study skills in content area classes. Students examine literacy from a state and national perspective. Candidates discuss and reflect upon methods, research, and instructional programs in readings and lectures; review California Content Standards for English Language Arts; model applied instruction with literacy strategies; and consider the needs of English learners; and consider needs in terms of development of discipline-specific literacy. Candidates discuss and apply through in-class activities ways to use strategies to support discipline-specific literacy for English learners and speakers of English, following the E/LA standards and English Language Arts Framework. Candidates apply research and methods in a Subject Matter Lesson Plan Project, with requirements to identify strategies for supporting development of reading, writing, and literacy skills for the appropriate ELA and ESL standards. Candidates in face to face sections of the course present components of their literacy-infused lesson plans to the class and receive both instructor and peer feedback. Students in online sections of the course receive extensive instructor feedback on their literacy-infused lesson plans.

Course content in EDSC 330 includes a review of the research in reading instruction; skills in providing meaningfully-applied instruction in reading, writing and related language skills and strategies for English language learners and speakers of English; diverse and effective strategies and methods for guiding and developing the content-based reading and writing abilities of all students; diverse and effective strategies and methods for assessing and building up background knowledge; explicit instruction in vocabulary strategies, designed to support students’ vocabulary development; explicit instruction in reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences; instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading, including decoding skills and spelling patterns; instruction and experience in using diagnostic assessment strategies for individualized content-based reading instruction; and instruction and experience in promoting the use of oral and written language in a variety of formal and informal settings.

In EDSC 330, candidates are introduced to linguistic terminology in a discussion of language acquisition; discuss the role of phonological/morphological components in reading acquisition; and discuss literacy
acquisition theory for English learners. Candidates demonstrate instructional strategies for students with special needs/reading difficulties and proficient readers (textbook readings; other readings, lecture).

In EDSC 330, candidates discuss a variety of methods for differentiating instruction; discuss a variety of reading levels and language backgrounds (EL readings/lecture); discuss students with special needs as they relate to subject matter literacy. Candidates learn to assess levels of readability with subject matter texts; analyze levels of English learners proficiency (e.g. Cloze and other reading tests) and language one relationship to English reading. They apply strategies for students with special needs in mainstream classroom (e.g. utilizing large print and/or graphic organizers).

In EDSC 410, candidates learn how to interpret standards-based test results (e.g., CELDT scores) to determine the most appropriate placement and instructional methods for English learners. Candidates also have ample opportunities to create activities that are appropriate for each English Language Development (ELD) level to promote further development of all four language domains: reading, speaking, listening, and writing.

In EDSC 440SF, candidates’ fieldwork includes assisting (individually and in small groups) developing readers in the classes in which they are preparing to teach. In EDSC 442, candidates design lessons that improve and require reading and writing in their content area. They utilize textbooks and other resources in their content area that address these needs. In EDSC 449E, I, and S, candidates are required to design, implement, and evaluate lessons that promote fluent reading for English learners and all students.

Research-based content literacy includes Vocabulary development of words and terminology with general academic utility, as well as specialized vocabulary specific to the subject. Candidates will be prepared to teach the full range of students to do the following:

- use derivations from Greek, Latin, and Anglo-Saxon roots and affixes in reading assignments (when applicable)
- learn new and important content vocabulary and review cumulatively and periodically during the school year
- read independently (at skill level) in the content areas in order to promote vocabulary development
- use of context clues and word structure/analysis

In EDSC 330, candidates discuss (i) vocabulary development, the importance of independent reading, academic language, and explicit vocabulary instruction through reading and lecture; (ii) academic word lists and how and when to teach specific academic language across the disciplines; (iii) introduce the use of derivations from Greek, Latin, and Anglo-Saxon roots and affixes in reading assignments as a means to determine meaning of unknown vocabulary; (iv) introduce use of varied strategies for uncovering the meaning of unknown vocabulary (e.g., context clues and word structure/analysis).

Candidates apply their knowledge of background knowledge, vocabulary, and explicit vocabulary instruction through (i) demonstrations, small group projects, and individual vocabulary strategy projects; (ii) demonstrate the importance of vocabulary development and academic language use through course assignments and demonstration lesson; (iii) practice determining academic language specific to each discipline; and (iv) model use of vocabulary strategies through class demonstration. Candidates apply
Aspects of vocabulary/academic language instruction in a Subject Matter Lesson Plan Project, which includes an array of strategies to address various levels and language backgrounds.

**Academic language appropriate to the subject that allows students to read, discuss, interpret, and understand content area documents applicable to the content area. Candidates will be prepared to teach the full range of students to do the following:**

- read and write using a wide variety of texts (e.g., evaluating, synthesizing, and analyzing articles and books for research)
- use professional language from a variety of sources
- initiate and participate in discussions that extend their academic language
- engage in independent reading from a variety of sources

In EDSC 330, candidates discuss (i) vocabulary development, the importance of independent reading, academic language, and explicit vocabulary instruction through reading and lecture; (ii) organized programs of explicit skills teaching of decoding and spelling; (iii) academic word lists and how and when to teach specific academic language across the disciplines; (iv) introduce the use of derivations from Greek, Latin, and Anglo-Saxon roots and affixes in reading assignments as a means to determine meaning of unknown vocabulary; (v) introduce use of varied strategies for uncovering the meaning of unknown vocabulary (e.g., context clues and word structure/analysis).

Candidates (i) extend discussion of background knowledge, vocabulary, and explicit vocabulary instruction through demonstrations, small group projects, and individual vocabulary strategy projects; (ii) demonstrate the importance of vocabulary development and academic language use through course assignments and demonstration lesson; (iii) practice determining academic language specific to each discipline; and (iv) model use of vocabulary strategies through class demonstration. Candidates apply aspects of vocabulary/academic language instruction in a Subject Matter Lesson Plan Project, which includes an array of strategies to address various levels and language backgrounds.

In EDSC 440SF, candidates’ fieldwork includes assisting (individually and in small groups) developing students’ skills as instructors capable of using appropriate strategies and teaching techniques to foster students’ vocabulary skills and use academic language in the classes in which they are preparing to teach. In EDSC 442, candidates are required to design lessons that improve and require vocabulary instruction in their content area. They utilize textbooks and other resources in their content area that address these needs.

In EDSC 449E, I, S, candidates are required to design, implement, and evaluate lessons that promote academic language and vocabulary development for English learners and all students.

In EDSC 330, candidates discuss variety of methods for discipline-specific literacy; discuss for students with special needs in mainstream classroom (e.g. utilizing large print and/or graphic organizers).

**Reading comprehension strategies and skills that allow students to access grade-level content material in order to activate background knowledge, make connections within and across disciplines, synthesize information, build fluency, and evaluate content area documents. Candidates will be prepared to teach the full range of students to:**

- experience a variety of informational texts reference works, including but not limited to magazines; newspapers; online information; instructional manuals; consumer, workplace, and
public documents; signs; and selections listed in Recommended Literature, Pre-Kindergarten Through Grade Twelve

- develop critical-thinking skills appropriate in all academic areas (e.g., synthesizing, paraphrasing, connecting to related topics, and extending ideas through original analysis, evaluation, and elaboration)
- develop comprehension skills through writing (e.g., writing reports on historical investigations), speaking (e.g., delivering multimedia presentations), and listening (e.g., identifying logical fallacies in oral arguments)

Candidates apply research and methods in the EDSC 330 signature assignment Subject Matter Lesson Plan Project, which includes an array of comprehension strategies applicable to various reading levels and language backgrounds. Methods for tapping into students’ prior knowledge and reading comprehension are also included in candidate lesson plans.

In EDSC 330, candidates also discuss (i) background knowledge and explicit comprehension instruction through reading (textbook) and lecture; (ii) organized programs of explicit reading comprehension strategies; and (iii) diagnostic assessment of reading skills.

Candidates (i) extend discussion of background knowledge and explicit comprehension instruction through in-class demonstrations, small group projects, and group presentations; (ii) demonstrate the importance of reading fluency through course assignments and demonstration lesson; and (iii) model use of reading comprehension strategies through class demonstration. Candidates apply aspects of all four components in a Subject Matter Lesson Plan Project, which includes an array of strategies to address various levels and language backgrounds.

EDSC 330, focuses on key concepts, issues, and terms in the area of literacy across the curriculum; theoretical foundations of literacy and cognitive development; and instructional strategies for improving secondary students' vocabulary, reading, composition, and study skills in content area classes. Students examine literacy from a state and national perspective. Candidates discuss and reflect upon methods, research, and instructional programs in readings and lectures; review E/LA content standards; model applied instruction with literacy strategies; discuss ELs needs in discipline-specific literacy. Candidates discuss and apply through in-class activities ways to use strategies in SM for ELs and speakers of English, following the E/LA standards and English Language Arts Framework. Candidates apply research and methods in a Subject Matter Lesson Plan Project, based on E/LA standards, with explicit strategies in reading, writing, and related skills for speakers of English and ELs. Candidates present components of their literacy-infused lesson plans to the class and receive both instructor and peer feedback.

Course content in EDSC 330 includes a review of the research in reading instruction; skills in providing meaningfully-applied instruction in reading, writing, listening and speaking, and related language skills and strategies for English language learners and speakers of English; diverse and effective strategies and methods for guiding and developing the content-based reading and writing abilities of all students; background knowledge and vocabulary, and explicit instruction in reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences; instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading, including decoding skills and spelling patterns; instruction and experience in using diagnostic assessment strategies for individualized content-based reading instruction; and instruction and experience in promoting the use of oral and written language in a variety of formal and informal settings.
In EDSC 330, candidates are introduced to linguistic terminology in a discussion of language acquisition; discuss the role of phonological/morphological components in reading acquisition and discuss literacy acquisition theory for ELs. Candidates demonstrate instructional strategies for students with special needs/reading difficulties and proficient readers; other reading, lecture). Instructors discuss strategies for explicit teaching of phonological and morphological skills.

In EDSC 330, candidates discuss a variety of methods for discipline-specific literacy; discuss variety of reading levels and language backgrounds (EL readings/lecture); discuss students with special needs as they relate to literacy in SM. Candidates learn to assess levels of readability with discipline-specific texts; analyze levels of ELs proficiency (e.g. Cloze and other reading tests) and language one relationship to English reading. They apply strategies for students with special needs in mainstream classroom (e.g. utilizing large print and/or graphic organizers).

**Writing that allows students to consolidate their subject matter understanding and demonstrate their knowledge using discipline-specific formats. Candidates will be prepared to teach students to:**

- develop strategies for organizing and giving focus to their writing with increased emphasis given to supporting documentation (e.g., support for all statements and claims through the use of anecdotes, descriptions, facts, statistics, and specific examples) and the extension of strategies (e.g., note taking, outlining, and summarizing)
- apply the general strategies of organization, focus, revision, and research methodology described in the writing standards
- establish a coherent controlling theme that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing
- craft writing at the depth and complexity necessary for their subject matter and grade-level to present research via multiple pathways in their writing, orally, and through technology, in accordance with their state-standard writing requirement.

Candidates apply research and methods in the EDSC 330 signature assignment Subject Matter Lesson Plan Project, which includes an array of comprehension strategies applicable to various reading levels and language backgrounds. Methods for tapping into students’ prior knowledge and reading comprehension are also included in candidate lesson plans.

In EDSC 330, candidates also discuss (i) background knowledge and explicit comprehension instruction through reading (STL) and lecture; (ii) organized programs of explicit reading comprehension strategies; and (iii) diagnostic assessment of reading skills.

Candidates (i) extend discussion of background knowledge and explicit comprehension instruction through in-class demonstrations, small group projects, and group presentations; (ii) demonstrate the importance of reading fluency through course assignments and demonstration lesson; and (iii) model use of reading comprehension strategies through class demonstration. Candidates apply aspects of all four components in a Subject Matter Lesson Plan Project, which includes an array of strategies to address various levels and language backgrounds.

In EDSC 442, candidates are required to design lessons that improve and require reading in their content area. They utilize textbooks and other resources in their content area that address these needs.
Candidates develop their skills in this area through fieldwork. In EDSC 440SF, candidates’ fieldwork includes assisting (individually and in small groups) developing readers in the classes in which they are preparing to teach. In EDSC 449E, I, and S candidates are required to design, implement, and evaluate lessons that promote fluent reading for English learners and all students.

In EDSC 330, candidates discuss (i) writing to learn strategies versus writing for outside audiences; (ii) organized writing across the curriculum (WAC) programs; (iii) writing as a process, including the general strategies of organization, focus, revision, and research methodology described in the writing standards; (iv) introduce various ways to present research via multiple pathways in their writing, orally, and through technology; (v) writing to learn connections and ways to promote SM writing proficiency.

Candidates (i) extend discussion of writing and explicit instruction in writing through in-class demonstrations, small group projects, and group presentations; (ii) demonstrate the importance of writing to learn through course assignments and demonstration lesson; (iii) practice academic writing through course papers and online discussion posts; (iv) model use of writing strategies through class demonstration. Candidates apply aspects of all four components in a Subject Matter Lesson Plan Project, which includes an array of strategies to address various levels and language backgrounds.

In EDSC 440SF, candidates’ fieldwork includes assisting (individually and in small groups) developing writers in the classes in which they are preparing to teach. In EDSC 442, candidates are required to design lessons that include writing in their content area. They utilize textbooks and other resources in their content area that address these needs. In EDSC 449E, I, and S, candidates are required to design, implement, and evaluate lessons that promote writing development for English learners and all students.

**Intern Program Delivery Model: The intern preservice component includes introductory preparation relative to Standard 7: Preparation to Teach Reading-Language Arts: Single Subject Reading, Writing and Related Language Instruction.**

The intern preservice component includes introductory preparation relative to Standard 7: Preparation to Teach Reading-Language Arts: Single Subject Reading, Writing and Related Language Instruction. Interns are required to successfully complete EDSC 310, 320, 330, 340 and 410 as well as the Single Subject Credential Program Intern Program Module as prerequisites prior to their becoming a teacher of record.

**Standard 8-B: Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject (SS) Candidates**

*In the subject to be authorized by the single subject teaching credential, the preliminary teacher preparation program provides substantive instruction and supervised practice that effectively prepare each candidate for an SS Credential to plan and deliver subject-specific instruction that is consistent with (a) the state-adopted academic content standards for students and/or curriculum framework in the content area, and (b) the basic principles and primary values of the underlying discipline.*

The CSUF Single Subject Credential Program is a blend of general and subject-specific instruction and supervised practice. Six units of coursework and thirteen units of fieldwork are subject-specific. These include the following:
• First Semester
  o 442 Teaching in the Secondary School (3)
  o 449E Externship in Secondary Teaching (3)

• Second Semester
  o 449S Seminar in Secondary Teaching (3)
  o 449I Internship in Secondary Teaching (10)

In what follows, we provide specific information on the content of the 442 and 449S classes. These are reflected in content-specific course syllabi.

We provide generic syllabi for 449E and 449I, which are the fieldwork components. Subject-specific components of all fieldwork include:

• Lesson Plans requiring identification of California Content Standards addressed. Candidates may use the EDSC lesson plan format or their subject-specific lesson plan format.
• Evaluation of candidate level of proficiency in TPE 1b: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments
• Assessment of candidates’ teaching performance via TPA Subject Specific Pedagogy Task 1.
• Observations and evaluations of classroom teaching by University Supervisors with expertise in the subject area taught.

The program provides multiple opportunities for each SS candidate (a) to learn, practice and reflect on the specific pedagogical knowledge and skills that comprise the Commission adopted subject-specific Teaching Performance Expectations (TPE 1B), and (b) to apply the TPEs to instruction in the subject to be authorized by the credential.

In 442, 449E, 449S, and 449I candidates have multiple opportunities to learn, practice, and reflect on the following TPEs:

• TPE 1b – Current methodologies are discussed and modeled. Candidates apply methodologies and reflect on practice.
• TPE 2 and 3 – Various ways to monitor and assess student progress are examined and then integrated into practice by candidates as they develop lesson plans for classroom implementation.
• TPE 4 – Strategies and resources for making content accessible to all students, including striving readers, English learners, and students with special needs, are presented and modeled. Within their lesson plans, candidates are required to incorporate strategies that make content accessible to all students with special attention to these three groups as appropriate.
• TPE 5 and 6 – Candidates develop lesson plans with objectives that are intended to guide learning, engage students, and support content comprehension in the classroom. They incorporate appropriate strategies and methodologies and differentiate instruction to meet the needs of all students. Candidates also identify resources and materials needed for lesson implementation, and prepare to utilize various forms of formative and summative assessments.
• TPE 9 and 10 – Assignments require candidates to plan for one day, multi-day, and multi-week lessons and/or units. Plans address content standards and establish short and long term goals. Candidates are required to incorporate strategies to manage time and classroom experiences so that students are able to meet standard requirements and objectives. Classroom management of routines and tasks specific to subject matter are also presented and explored.
• TPE 12 and 13 – Professional growth and obligations are infused throughout coursework and fieldwork. Lesson demonstrations in class are critiqued for reflection and revisions; some lessons are videotaped for deeper review. Candidates are also encouraged to become members of their subject area professional organizations and participate in local conferences and workshops.

In the program, each SS candidate demonstrates basic ability to: plan and organize instruction to foster student achievement of state-adopted K-12 academic content standards for students in the subject area; use instructional strategies, materials, technologies and other resources to make content accessible to students; and interrelate ideas and information within and across major subdivisions of the subject.

Extensive lesson plans are required for the second semester of Student Teaching. Our program motto is “No Lesson Plan Means No Teaching.” Candidates learn basis lesson planning in EDSC 440S; these skills are advanced with a focus on subject-specific lesson plan needs in 442. Candidates submit several lesson plans for review, critique, and reflection/revision during the first half of the program. In the second half of the program, candidates put their plans into practice as well. Supervisors are expected to review the formal lesson plan that accompanies each classroom observation; lesson plans are also submitted for review by 442/449S instructors.

To confirm that candidates have opportunities to learn practice, and reflect on the subject-specific criteria below, we are implementing this Fall 2014 a new subject-specific assignment in which the second semester 449S instructor assesses candidate proficiency in Standard 8 competencies. These forms are found at Subject-Specific Evaluations (http://www.sscphandbook.org/subject-specific-evaluation.html). Candidates first self-assess and then the student teacher seminar instructor reviews candidate lesson plans to confirm that these requirements have been met.

Example of Subject-Specific Evaluation (History/Social Science)
Mathematics

During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in mathematics (7-12).

NOTE: Because the FLM and Mathematics programs are run separately, we have included separate responses for each element.

Mathematics

In MAED 442 and MAED 449S, teacher candidates study the California Common Core State Standards for Mathematics (CaCCSS-M) and the current framework in mathematics for each grade from K to 8 and through the high school curriculum. They study the strands in the CaCCSS-M as they progress through the grades. They compare and contrast the CaCCSS-M and California Frameworks in week two of the first semester to gain a deeper understanding of the content standards.

In the first semester, they read the literature on differences in learning styles, various ways of questioning and how to use them, and constructive methods. Each week of this first semester, they submit a reaction paper that expresses their understanding of the material. The papers are then discussed in class. At the end of the semester the teacher candidates prepare and present mini lessons that incorporate these strategies and are critiqued by their peers and professor. During student teaching, they prepare daily lesson plans that address the needs of all students, including special populations, using a variety of teaching techniques as outlined in the California State University, Fullerton, lesson plan format. These plans are assessed and critiqued by the professor each week. Teacher candidates understand the effectiveness of these approaches through formative and summative assessment of their, using formative assessment to guide further instruction.

Foundational Level Mathematics

Teacher candidates study the CaCCSS-M and California Mathematics Framework as a means to understand the basis for the curriculum used in their fieldwork settings. Connections are made between adopted mathematics standards and research that informed the development of the CaCCSS-M. There is a particular emphasis on the Standards for Mathematical Practice (SMPs) that delineate what mathematically proficient students do, connecting this to teaching strategies that will support students’ engagement in these practices.

The above activities are described in the following assignments on the EDSC 442M syllabus:

- Class Attendance and Participation
- Response to Readings and Other Online Content
- Visual Representation Mini-Lesson
- Concept Map of ELD Standards, Standards of Mathematical Practice and Instructional Strategies
- Digital Unit Plan

And on the following assignments on the EDSC 449S - FLM syllabus:

- Class Attendance and Participation
- Response to Readings and Other Online Content
- Weekly Lesson Plans
- Mini Lesson Presentation
- Mathematical Writing Prompt
Evaluation of Pedagogical Preparation for Subject-Specific Content Instruction – Mathematics

They enable students to understand basic mathematical computations, concepts, and symbols, use them to solve common problems, and apply them to novel problems. They help students understand different mathematical topics and make connections among them.

Mathematics
Candidates have a strong background in mathematics which allows them to understand the connections between concepts. They read Polya’s How to Solve It, which gives them explicit ways they can help students transfer knowledge of common problems to novel ones. They are also introduced to mathematical modeling by solving problems from the Handbook of Mathematical Models and encouraged to incorporate the steps of the modeling process into their teaching thereby giving their students’ experience with connections with diverse topics.

Foundational Level Mathematics
Candidates read and discuss articles about common misconceptions and strategies for helping students learn in ways that address these misconceptions and build deep understanding. Students put these ideas into practice for an assignment that requires them to identify a student who is striving mathematically, assess the misconception and/or gap in understanding that is at the root of their struggles, and implement activities with the student to support their development of mathematical understanding.

Candidates work in groups to explore, discuss and explain their reasoning when solving math problems. They exam common misconceptions, and make conceptual connections between math topics. Candidates put these ideas into practice when they assess student work, identify misconceptions and/or gaps in understanding and implement activities with their students to support their development of mathematical understanding. Candidates build lesson plans that use technology to enable collaborative inquiry, peer instruction, and mathematical modeling. All these instructional strategies help students understand, connect, and apply mathematical concepts.

Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations.

Mathematics
During the first week of the first semester, candidates study the history of mathematics education in the United States from the turn of the century as background to their experience in the classroom. Additionally, a topic from the secondary school curriculum is targeted each class and a discussion of the attributes of the problem and multiple ways of solving them ensues. In their fieldwork, all examples they use are from outside of the class text, especially www.Interactivemathematics.org, which was developed by Dr. William McCallum, an author of the CCSSM.

Foundational Level Mathematics
Each week in their FLM methods course candidates engage in mathematical problem solving focused on a specific mathematical content strand using a variety of means and representations. These experiences are discussed in terms of how they support sense making in mathematics. The methods textbook provides candidates with multiple models that can be used in their fieldwork lessons to support reasoning and sense making in mathematics. Candidates explore and develop lessons that use a variety
of different visual representations, concrete manipulatives and digital simulations applied to real-world problems.

_They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies._

**Mathematics**

In **MAED 442** class, candidates learn to address various learning styles from handouts distributed during the third week of class and special populations of students. In order to address these, each of the student’s senses must be engaged. Candidates must establish a rapport with their students, by greeting them at the door, attending school functions, etc. so that students feel comfortable enough to employ their own strategy in problem solving and are open to non-routine problems and solution strategies. In their fieldwork, candidates include various ways to approach and solve a problem, including the strategies suggested by their students and those discussed in week six of the first semester. During the first weeks of their student teaching semester, they telephone each parent to introduce themselves and open a line of communication with them.

**Foundational Level Mathematics**

Readings for **EDSC 442M** expose candidates to both the limitations of presenting mathematics as narrow and “one way” and the affordances of encouraging learners to develop multiple methods for solving mathematical problems. This sort of learning is modeled in class with activities done as warm ups and later debriefed and connected to candidates’ own fieldwork teaching. Candidates are encouraged to develop inquiry-based lessons that use student collaboration and provide different ways for students to share their solution strategies.

_They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems._

**Mathematics**

In MAED 442 class, they learn how encourage students to approach problems in novel ways which is engaging for their students. In their fieldwork, the candidates practice the various approaches they have learned in the classroom. In particular, each class is started with a real world problem as described in the readings by Pollak and Kidd, that the students will be able to solve at the end of class using the skills and concepts learned during that class period. Warm up at the beginning of the each class connects the material previously learned to that of the day’s class. A secure classroom environment fosters curiosity, flexibility and persistence. They learn to make connections amongst the various functions throughout the courses as well as the differences/similarities of multiple representations for each topic.

**Foundational Level Mathematics**

In **EDSC 442M** and **EDSC 449S**, candidates prepare and present model lessons that are designed to engage students and encourage students to attempt different approaches and share their reasoning. Candidates plan lessons that help students learn to use a variety of tools and processes to solve mathematical problems. These lessons address different skill and knowledge levels using multiple representations and multiple assessment strategies to determine the needs of their students.

During EDSC 449S, Candidates prepare daily lesson plans that meet the needs a diverse group of
learners and include adaptations for English Language Learners and Students with Special Needs. They carry out these plans under the supervision and with the support of their master teachers, their fieldwork supervisors, and the seminar instructors. These lessons include discovery and concept building activities to support student learning.

In their fieldwork (EDSC 449E and EDSC 449I), Foundational Level Mathematics candidates bring implement what they have learned in their secondary mathematics classrooms, including:

- Work with students under the supervision of their master teachers and fieldwork supervisors.
- Carry out prepared lesson plans.
- Develop their skills in supporting student learning.
- Present lessons that encourage student growth in mathematical reasoning, in learning to ask questions, in finding pathways to solutions.
- Assess students and use the assessment to guide future instruction.

They assign and assess work through progress monitoring and summative assessments that include illustrations of student thinking such as open-ended questions, investigations, and projects.

**Mathematics**

During week nine of the first semester, students read the literature on various ways of assessing students and write reaction papers to this which are critiqued by the professor and discussed in class. They design rubrics for various assessments. They discuss how assigning points to assessment problems can affect the student’s and whole class’s grade performance. They also discuss methods of assessment that allows their students a way to be successful in the course through the fourth semester, thus avoiding classroom management difficulties.

Candidates develop and practice various methods of assessments including formative, progress monitoring and summative. These can take the form of alternative methods of assessing to paper/pencil. Candidates learn to adapt their lessons depending on the feedback of their students. Each day’s California State University, Fullerton lesson plan includes a place to record a rationale for the assessment they use that day. Progress monitoring takes the form of using white boards during the lesson and a “ticket out the door” or journal writing at the end of the lesson. They also learn to distinguish the objective of each problem in a set and assign only those that address different objectives with connections.

**Foundational Level Mathematics**

In EDSC 442M and 449S, candidates study assessments that use problem solving units and rubrics. They develop writing assessments of their own. In EDSC 449E and EDSC 449I, candidates develop and put into practice various activities, lessons, and units that involve students in problem solving, justifying, and explaining. They develop rubrics to assess these activities. They reflect on what they learn about student learning from these activities.

In EDSC 442M candidates study assessments that use problem solving units and rubrics. Candidates develop a unit plan that includes lessons where students use interactives or simulations, build mathematical models, creating instructional screencasts, and conduct investigations. In EDSC 449S candidates develop writing assessments of their own. Each daily lesson plan addresses formative and summative assessment. Lesson reflections include samples of student work and their analysis.
Additionally, single subject candidates help students in Grades 7-12 to understand mathematics as a logical system that includes definitions, axioms, and theorems, and to understand and use mathematical notation and advanced symbols.

**Mathematics**
In MAED 442 and 449S candidates read literature on teaching mathematics in a constructive manner manner by Battista, Pollak, and Kidd. This helps them to understand the logic of mathematics which in turn they are required to explain to their students. The use of multiple representations includes symbolic manipulation. This, however, is always associated with concrete and pictorial methods of doing the same thing. Symbols are attached to a concrete concept not taught in isolation. Therefore, their students understand the symbols and can do more than just use them with no understanding. This is especially emphasized through the study of manipulatives in week ten.

In conclusion, during the first semester, MAED 442, help students develop their own philosophy of teaching mathematics. The students read seminal articles on the history of mathematics education in the United States, classroom management including ways of, and reasons for, the grouping of students, constructive teaching, selecting and maintaining high level tasks, the art of asking good questions especially tips on how to change convergent questions into divergent questions and using student responses as a basis for continuing questioning. Including parents, ways of assessing and grading students, rationale for the assignment of homework questions are other topics that are read and discussed. Students respond to each week’s topic with a written paper that reflects what the article says to them and what implications they see for their own teaching. All of this background prepares the students to begin teaching classes on their own.

During the student teaching semester in MAED 449S/I, students implement the understandings they garnered from the literature they read in the first semester. They use the California State University, Fullerton lesson plan format to write lesson plans for each of the courses they teach which includes spaces for an objective, standards that are addressed, opening, detailed lesson including written questions they will ask, adaptations for special groups, assessment, and how to determine whether the objective of the day is met. These plans are submitted the week prior to teaching and are critiqued by the instructor with suggestions on how to improve their teaching, especially in engaging and questioning students. The students spend time each evening that they teach reflecting on the day’s classes and ways to improve their craft. These are submitted to the instructor at the end of each week. During class, students discuss situations they have in their classroom and discussions follow on how to handle such situations. There are probing questions which require metacognition and a written explanation of how each student in a class is assessed one day. Each week a student shows a video tape of teaching one class. This is critiqued by their peers and suggestions are offered for improvement. Using written lesson plans and daily reflection, students come to understand the enormity of educating the next generation of students.

**Foundational Level Mathematics**
In EDSC 442M and 449S, candidates study and discuss methods for presenting the "language of mathematics" to students through activities, lessons, and projects. They are able to represent mathematical sentences in a variety of ways and develop lessons that help their students to develop these skills. A significant amount of seminar time is spent working on lessons that help students to use mathematical reasoning to solve problems. They evaluate their own work and discuss ways to improve upon what they have done both in written reflections and seminar discussions.
Science

During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in science (7-12). They balance the focus of instruction between science information, concepts, and principles. Their explanations, demonstrations and class activities serve to illustrate science concepts, principles, scientific investigation, and experimentation.

Objectives in fieldwork courses in science education are based on National Science Teacher Association guidelines and the California Teacher Performance Expectations. They are as follows:

- Promote inquiry-based instruction and provide classroom environments and experiences that facilitate students’ learning of science.
- Involve teachers in the learning of science and pedagogy through inquiry, and integrate knowledge of science, learning, and pedagogy.
- Provide an environment for teachers to continually assess their own teaching and student learning.
- Teach and encourage assessment practices that are varied and focus on both achievement and opportunity to learn, that are consistent with the decisions they are designed to inform, and will result in sound and fair decisions and inferences.
- Emphasize that subject matter stress should be placed on in-depth understandings of unifying concepts, principles, and themes with less emphasis placed upon lower-level skills, such as the memorization of numerous facts.
- Promote the inquiry model as an instructional outcome (knowing and doing) for students to achieve in addition to its use as a pedagogical approach.
- Encourage instruction that provides equitable opportunities for all students and is developmentally appropriate, interesting and relevant to students, inquiry-oriented, and coordinated with other subject matters and curricula.

Candidates emphasize the importance of accuracy, precision, and estimation.

Methods for structuring data collection, inquiry activities, and collaboratively examining data are modeled by 442 and 449 instructors, both of whom are National Board Certified Science teachers. Bybee’s 5E model is used in conjunction with Wiggins and McTighe’s UBD framework. Video case studies are collaboratively examined in 449 to analyze differing approaches to inquiry and the discussion and representation of scientific data. Candidates are encouraged to pool student data in order to reveal the importance of reproducibility of results, potential outliers in the data and their causes, and to identify general trends in the data by calculating measures of central tendency.

Candidates encourage students to pursue science interests, especially students from groups underrepresented in science careers.

All instructors and supervisors currently teach or taught in schools with majority minority populations. Teaching Adolescents With Disabilities: Accessing the General Education Curriculum (Deshler & Schumaker, 2006) and Making Science Accessible to English Learners: A Guidebook For Teachers, Grades 6-12 (Carr, Sexton, & Lagunoff, 2007) Deshler, D. & Schumaker, J. (2006) and Echevarria, J., Vogt, M., & Short, D. (2010) texts are used in 442 and 449 to support students in designing and implanting instruction for students who are second language learners and students with exceptional needs.
Modifications and accommodations are incorporated into each lesson plan. Local National Board Certified Teachers in exceptional needs are invited to speak to students in 449 about how best to work with instructional assistants and students’ case workers and families to meet the needs of students. CSUF science credential alumni are regularly invited to share experiences for organizing science fairs and working with NASA and other local informal science partners such as the Ocean Institute.

When live animals are present in the classroom, candidates teach students to provide ethical care. They demonstrate sensitivity to students’ cultural and ethnic backgrounds in designing science instruction.

The Flynn series of laboratory safety videos are used in 442 to emphasize safe practices for chemical storage and disposal. Students in 442 complete a safety check-list and evaluation for their classroom site as well as an action plan to address any problems identified in the safety evaluation. The NSTA statement on the ethical use of animals in the classroom is reviewed and discussed in 442.

The region served by CSUF is an incredibly rich and diverse one. Our program participants come from diverse backgrounds. All participants are placed in fieldwork sites serving diverse student populations. All instructors and supervisors currently teach or taught in schools with majority minority populations. Teaching Adolescents With Disabilities: Accessing the General Education Curriculum (Deshler & Schumaker, 2006), and Making Science Accessible to English Learners: A Guidebook For Teachers, Grades 6-12 (Carr, Sexton, & Lagunoff, 2007), Deshler, D. & Schumaker, J. (2006), and Echevarria, J., Vogt, M., & Short, D. (2010) texts are used in 442 and 449 to support students in designing and implanting instruction for students who are second language learners and students with exceptional needs. Wiggins & McTighe (2011) text and Thompson and Windschitl’s Discourse Primer promote the development of a student-centered disposition among program participants. The approach to planning instruction continues to emphasize the themes of equity and access raised in EDSC 310 and 340.

Additionally, single subject candidates guide, monitor, and encourage students during investigations and experiments.

The Understanding by Design Guide for Designing High Quality Units (Wiggins & McTighe, 2011) text encourages the design of appropriate measures to assess student learning and various approaches to assist students in their learning. In 449, Teaching Science Through Inquiry (Llewellyn, 2004) is used to provide guidance on how to best differentiate inquiry approaches so that all students are engaged in the collection and analysis of data. Thompson and Windschitl’s Discourse Primer (tools4teachingscience.com) is used to guide teachers’ use of questioning during investigations to help students build mental models to explain scientific phenomena.

They demonstrate and encourage use of multiple ways to measure and record scientific data, including the use of mathematical symbols.

Methods for structuring data collection, inquiry activities, and collaboratively examining data are modeled by 442 and 449 instructors, both of whom are National Board Certified Science teachers. Bybee’s 5E model is used in conjunction with Wiggins and McTighe’s UBD framework. Video case studies are collaboratively examined in 449 to analyze differing approaches to inquiry and the discussion and representation of scientific data. Candidates are encouraged to pool student data in order to reveal the importance of reproducibility of results, potential outliers in the data and their causes, and to identify general trends in the data by calculating measures of central tendency.
Single subject candidates structure and sequence science instruction to enhance students’ academic knowledge to meet or exceed the state-adopted academic content standards for students.

The Understanding by Design Guide for Designing High Quality Units (Wiggins & McTighe, 2011) text is used to guide lesson and unit planning. Teacher candidates are introduced to this design framework during their first fieldwork semester in order to complete one unit plan for their final semester project in 442. The UBD framework requires students to begin planning by unpacking the state content standards and identifying meaningful and appropriate learning goals. These goals then drive instructional planning and enactment of specific strategies. Students continue to use the UBD framework to design daily lesson plans each week in 449S. Feedback is provided by 442 and 449 instructors on unit and lesson plans to assist students in refining instructional choices to align with their stated learning objectives. Students construct a pacing guide using the CST blueprint and a resource binder using the state content framework and released CST questions in 442.

They establish and monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials.

The Flynn series of laboratory safety videos are used in 442 to emphasize safe practices for chemical storage and disposal. Students in 442 complete a safety check-list and evaluation for their classroom site as well as an action plan to address any problems identified in the safety evaluation. The NSTA statement on the ethical use of animals in the classroom is reviewed and discussed in 442.

History-Social Science

During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in history-social science (7-12). They enable students to learn and use analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students.

The History-Social Science Instructional Methods course (EDSC 442S) is built around the CA History-Social Science Framework and Content Standards, the Common Core State Standards, and the National Curriculum Standards for Social Studies published by the National Council for the Social Studies. With these standards in mind, social science teacher candidates learn how to design developmentally appropriate instructional units that implement pedagogically-sound instructional strategies and assessments.

To ensure social studies teacher candidates understand and are ready to implement the state content and common core standards, teacher candidates complete a project where they synthesize the CA H-SS Framework, Content Standards and Common Core Literacy Standards for History/Social into a comprehensive mindmap which demonstrates how these curricular documents are interrelated and support each other in establishing the requisite knowledge and skills expected of 7-12 socials studies students in CA (see H-SS Framework Mindmap in syllabus).

To demonstrate their capacity to build instructional units that support the content and common core state standards, teacher candidates develop a comprehensive digital unit plan which includes six lessons.
that are developed using myriad instructional and student engagement strategies that enable students to use critical-thinking skills in history (see Digital Unit Plan guidelines in syllabus).

In the second semester (EDSC 449S), the focus is even more concretely connected to the lessons they are presently planning and implementing in their student teaching placement, having now taken over sole or co-responsibility for three periods of teaching per day. They receive regular and focused feedback from both the instructor and their peers in class on specific lesson plans they bring to class, and are given ideas for longer-term planning and strategies on their weekly girds (see Two Best Lesson Plans and Weekly Lesson Plan Grid Assignment in syllabus)

As students progress throughout the semester, they are given multiple opportunities to both master and critique the CA social science content standards and CCSS, revisit further innovate the key social science teaching strategies emphasized in EDSC 442S and reflect upon them in relation to the California Teaching Performance Expectations (TPEs). This culminates in the completion of two major assignments that collect and record their progress towards mastery (see Student Teaching Reflection Forms Assignment, and the Evaluation of Pedagogical Preparation Assignment in the syllabus).

**They use timelines and maps to reinforce students’ sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities.**

Social studies teacher candidates develop lessons that use timelines and maps, primary sources, simulations, and discussion and debate, among other things (see Digital Unit Plan Lessons in syllabus).

Social studies teacher candidates learn how to use digital archives and databases to locate, explore and collect primary sources. Using web-based analytic tools and resources from online archives such as the Library of Congress and the National Archives, teacher candidates learn how to guide students through “historical thinking” (Wineburg, 2001) using multiple documents, art, music and artifacts. These primary and secondary sources offer various, sometime conflicting, perspectives on events, and teacher candidates are taught how to grapple with such inconsistencies with students. The skill of historiography is employed as teacher candidates are taught to have their students “think like a historian” as they search for evidence to support or refute a claim. Teacher candidates also learn ways to organize and store digital sources to share with students in the classroom (see Inquiry Lesson, Primary Source Toolbox, and How Student Learn History Webquest, in syllabus).

Social studies teacher candidates learn strategies to employ project-based learning in their classrooms. They learn to design inquiry-based projects that allow students to collectively investigate historical issues and events. Teacher candidates learn that this collaborative approach encourages each student to contribute his/her understanding of history to the project, allows the negotiation of meaning through multiple perspectives, and permits each group member the opportunity to showcase their individual academic strengths (see Discussion Lesson and Culminating Project in syllabus).

Social studies teacher candidates learn of resources and techniques for employing historical simulations in their classrooms. A wide variety of web-based simulations are introduced (i.e., icivics.org and muzzylane.com) and strategies for conducting a live simulation are taught. Teacher candidates learn that simulations are an effective way to have students “experience” first-hand the challenges, obstacles
and choices faced by individuals and groups of the past, and allows students to see the immediate results of their decisions within the simulation (see Simulation Lesson in syllabus).

In EDSC 449S, each class meeting provides multiple examples of successful classroom teaching using the strategies outlined above. The course also provides opportunities for students to enter the arena of educational research and social sciences professional networks like Facing History and Ourselves, the Zinn Education Project, and NCSS. Students also are required to attend a doctoral and Masters level education research symposium and reflect on its connection to their classroom teaching (see Research Symposium Reflection Assignment in syllabus). They are also required to attend a Diversity Forum during the semester, and reflect on its applicability to their classroom teaching. (See Diversity Forum Event Reflection Assignment). As students complete their student teaching, at the end of the course, they are required to submit a large electronic folder of exemplary lesson, units, and resource from their year of student teaching. This serves as a public and collaborative demonstration of their ability to implement the many strategies addressed throughout the year (see Resource Sharing Assignment).

Additionally, History-Social Science single subject candidates connect essential facts and information to broad themes, concepts and principles, and they relate history-social science content to current or future issues. They teach students how cultural perspectives inform and influence understandings of history. They select and use age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region, or culture.

In the development of their digital unit plan, social studies teacher candidates learn to compose essential and unit questions to link the unit content to broad historical themes and persistent issues in history. These essential and unit questions guide the content and method of instruction, and require students to realize relationships between ideas, actions and outcomes of both the past and present. Essential questions help guide the choice of primary and secondary sources to be used within the unit (see Digital Unit Plan Basics in syllabus).

Candidates ask questions and structure academic instruction to help students recognize prejudices and stereotypes. They create classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race, and gender issues), and encourage students to reflect on and share their insights and values. They design activities to illustrate multiple viewpoints on issues. Candidates monitor the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.

Social studies teacher candidates learn instructional strategies for effective communication with their students, and learn way to promote constructive communication among their students. Using face-to-face and digital means, teacher candidates learn strategies to question as well as discuss and debate historical events. They learn to employ such methods as Socratic seminar, fishbowl discussions and four corners. These methods encourage the sharing of personal beliefs and values in relation to historical and social events, and allow students to share their unique understanding of civic virtues, fostering their emerging civic role in society (see Lecture Lesson and Discussion Lesson in syllabus).

Teacher candidates also learn about bias and stereotypes in history by closely examining sources (textbooks, newspapers, news broadcasts, etc.) with different levels of bias. Teacher candidates learn to screen their own materials and personal presentations for biased language, images and sources. In EDSC 449S for example, in class students examine the Herbert Kohl text, She Would Not Be Moved: How We Tell the Story of Rosa Parks and the Montgomery Bus Boycott, an analysis of how childrens books and school textbooks tell the famous story of Rosa Parks. They also consider classroom videos from the
Teaching Channel demonstrating the Reading Like an Historian framework (Wineburg) in which students are asked to corroborate differing historical evidence about the same event. In this same vein, candidates, who are getting prepared to enter the teaching job market, are asked to corroborate and analyze documents giving advice on what a successful interviewee should include in the teaching portfolio they might bring to their interview (see Interview Portfolio Sources of Advice Assignment in syllabus).

**English**

During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to deliver a comprehensive program of systematic instruction in English, as defined by the California Reading/Language Arts Framework (2007). They learn and practice ways to:

- Differentiate instruction based on the needs and strengths of the range of learners in the classroom, including English learners, striving readers and writers, advanced learners, students who use non-standard English, and students with disabilities.

NOTE: Because both English/Language Arts and English/Theatre Arts coursework leads to an English teaching credential, we have included separate responses for each element. The English/Theatre Arts closely follows the English/Language Arts coursework and also includes additional elements related to teaching theatre arts.

**English/Language Arts**

The need to differentiate instruction is stressed through the program. The first day in the English methods class candidates learn about the concept of “ragged time,” the time when some students have finished their assignment while others are still working, and they are instructed to observe how teachers at their school sites handle it and what students do during this time. They then receive instruction in how to create learning opportunities during ragged time. To address the needs of advanced learners, they learn strategies to make lessons more challenging such as creating short research opportunities and writing more complex prompts. Similarly, they learn strategies for working with striving readers such as chunking texts into manageable portions, providing assistance with questions (and tailoring questions to students’ reading levels), and helping students choose reading materials that are accessible and challenging.

An entire week of ways to differentiate instruction is included in the seminar class. During this time, students focus on an excerpt of Maya Angelou’s (1983) *I Know How the Caged Bird Sings* and develop ways of differentiating it for a range of populations. The strategies they learn are transferrable to a range of teaching situations. Moreover, candidates are required to list the ways that they will differentiate instruction for the learners in their classes on their daily lesson plans. They also do an in-class exercise where they are given the profiles of an ELL and a special education student and they must explain how they will make the lesson accessible to those students.

**English/Theatre Arts**

The need to differentiate instruction is stressed throughout the program. Theatre lesson plans are frequently modified for varied instruction. Students are required to include a written, performance and discussion component to all lessons. Students also discuss and practice modifications for all lesson components. Most Drama classes have mainstreamed students, including ELL and striving readers/writers so Theatre students
are continually learning how to modify lessons. The students also learn about the concept of “ragged
time,” the time when some students have finished their assignment while others are still working, and
they are instructed to observe how teachers at their school sites handle it and what students do during
this the time. They then receive instruction in how to create learning opportunities during ragged time.
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as creating short research opportunities and writing more complex prompts. Similarly, they learn
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differentiating it for a range of populations. The strategies they learn are transferrable to a range of
teaching situations. Moreover, candidates are required to list the ways that they will differentiate
instruction for the learners in their classes on their daily lesson plans. They also do an in-class exercise
where they are given the profiles of an ELL and a special education student and they must explain how
they will make the lesson accessible to those students. In addition, the seminar class requires students
to focus on a Shakespeare Sonnet and develop ways of differentiating the performance and
interpretation strategies for a range of populations. The in-class exercise also applies to this lesson, as
well as daily physical warm up activities and improvisation activities.

• **Assess student progress both formally and informally to inform and plan instruction that advances
the learning of all students.**

**English/Language Arts**

Both the English methods and seminar classes stress the gradual release of responsibility model for
instruction. The importance of checking for understanding before moving students to individual work is
a key principal of instruction, and candidates learn a variety of strategies to informally monitor students’
understanding. For example, they learn how to include technology to informally assess student learning
by implementing clickers (or the non-technological equivalent) and blog-based discussion boards. They
also learn more traditional strategies such as pair/share, questioning, and chunking strategies.

Because candidates work within the field of English studies, they learn about the work of Janet Emig
(1977) and her work on writing as a mode of learning. Candidates learn many strategies to informally
assess students’ understanding through writing prompts and exercises. For example, in Bill Strong’s
(2005) book, *Write for Insight*, he provides a useful exercise on metaphorical thinking. In it, students are
required to create a metaphor out of a key concept they are learning, thus allowing teachers to use
student responses to determine how well students understand concepts.

Candidates receive instruction in the formal assessment of writing, which includes training in how to use
rubrics, ways to comment on papers, and strategies for managing the paper load, and they learn ways to
create tests to assess students learning. Drawing on Bloom’s taxonomy, they both critique and write
test questions.

**English/Theatre Arts**

Both the English/Theatre methods and seminar classes stress the gradual release of responsibility model
for instruction. The importance of checking for understanding before moving students to individual work
is a key principal of instruction, and candidates learn a variety of strategies to informally monitor
students’ understanding. For example, they learn how to include technology to informally assess student learning by implementing clickers (or the non-technological equivalent) and blog-based discussion boards. They also learn more traditional strategies such as think/pair/share, questioning, and chunking strategies. Because candidates work within the field of English and Theatre studies, they learn about the work of Liz Lerman and her work on the “Critical Response Process” in which students learn how to evaluate and respond to artistic work and processes. This is an excellent strategy for a productive assessment for Theatre students as it helps them not only to articulate their thoughts and ideas, but it helps them understand how to respond to subjective kind of work. For English, candidates learn many strategies to informally assess students’ understanding through writing prompts and exercises. For example, in Bill Strong (2005) provides a useful exercise on metaphorical thinking. In it, students are required to create a metaphor out of a key concept they are learning, thus allowing teachers to use student responses to determine how well students understand concepts. Candidates receive instruction in the formal assessment of writing, which includes training in how to use rubrics, ways to comment on papers, and strategies for managing the paper load, and they learn ways to create tests to assess students learning. Drawing on Bloom’s taxonomy, they both critique and write test questions.

- **Connect reading, writing, and oral language processes in an integrated fashion.**

**English/Language Arts**

In both the English methods and seminar class, candidates learn approaches and methods to teach advanced skills in the use of oral and written language that are consistent with the *California English/Language Arts Framework* (2007), and the Framework is an integral text to the class. Candidates begin the semester by deconstructing state standards, and all course work refers to the standards from the Framework. Additionally, candidates look for points of alignment between the CA Standards and the Common Core. Instruction specifically covers such methods such as systematic comprehension support, analysis of instructional and literary texts, the use of technology for researching and for writing and editing, and the direct instruction of writing applications, strategies, and written and oral conventions.

In these classes, we also address the teaching of characteristics, features, purposes, and contexts for the major genres of literature. Coursework includes the teaching of literature, language, and comprehension, which includes oral and written language. Candidates’ unit and daily lesson plans must include separate attention to written and oral activities.

All candidates learn ways to increase knowledge and skills involved in content-based reading and writing methods and to build on their understanding of features linguistics, including the phonological/morphological structure of the English language. Professional growth and professional obligations and responsibilities are emphasized throughout the program. Candidates are introduced to various teaching organizations and to professional development opportunities.

**English/Theatre Arts**

In both the English/Theatre methods and seminar class, candidates learn approaches and methods to teach advanced skills in the use of oral and written language that are consistent with the *California English/Language Arts Framework*, as well as the *Visual/Performing Arts Framework*. The Framework is an integral text to the
Candidates begin the semester by deconstructing state standards, and all course work refers to the standards from the Framework. Additionally, candidates look for points of alignment between the CA Standards and the Common Core.

Instruction specifically covers such methods such as systematic comprehension support, analysis of instructional and literary texts, the use of technology for researching and for writing and editing, and the direct instruction of writing applications, strategies, and written and oral conventions. In these classes, we also address the teaching of characteristics, features, purposes, and contexts for the major genres of literature. Coursework includes the teaching of literature, language, and comprehension, which includes oral and written language. Candidates’ unit and daily lesson plans must include separate attention to written and oral activities.

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**Teacher candidates in English understand, plan, design, and implement instruction that includes the following:**

- **Word analysis, fluency, and systematic vocabulary development, as evidenced by the use of phonological, morphological, and derivational systems of orthographic development.**

**English/Language Arts**
Candidates receive explicit instruction in ways to promote vocabulary development. The importance of evaluating and creating the context for vocabulary words is stressed, as is the need for selecting high frequency vocabulary words. Candidates read excerpts from Fisher and Frey’s (2008) *Word Wise and Content Rich* for vocabulary instruction guidance. Key points that are stressed are the importance of pronunciation (i.e. students must repeatedly hear the word) to promote phonological development; the usefulness of morphology in vocabulary instruction and finally, how knowledge of derivational systems alters the meaning of a word. Candidates receive instruction in a range of strategies for teaching vocabulary and must complete an exercise in which they defend a list of words as worthy of the classroom.

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• **Reading comprehension, including promoting students’ ability to access grade-level texts of increasing depth and complexity and activate background knowledge, make connections, synthesize information, and evaluate texts.**

**English/Language Arts**
Throughout the program, candidates receive instruction in how to help students make meaning from text. Drawing from reader-response theory, they learn about reading strategies such as text-to self, text, and world connections, making predictions, KWL charts, and questioning. Moreover, they address key aspects of active reading that lead to synthesis by learning strategies such as note-taking, and outlining. They also receive instruction on teaching students how to identify and evaluate both the explicit and implicit claims of a variety of texts. Finally, candidates attend a library session where they receive instruction in both information and research literacy. In this session, they learn how to evaluate sources for credibility. Candidates are given instruction on how to assess students’ reading levels by administering reading tests and how to determine the reading level of a text by using the Flesch-Kincaid scale.

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In Theatre, candidates also develop lesson plans using the Aristotelian model and play structure in order to analyze and discuss published plays and scenes. Candidates also develop lesson plans based on character analysis and play analysis using the Frances Hodge model as developed in *Fundamentals of Directing*, by Frances Hodge which demonstrates the development and practice of reading comprehension, depth and complexity of students’ background knowledge and ability to evaluate texts for performance.

• **Purposes and characteristics of the major genres of literature.**

**English/Language Arts**
Within the writing pedagogy component of the program, Aristotle’s rhetorical triangle (speaker, audience, purpose) is stressed, and that concept helps guide candidates’ reading as they evaluate both the purposes and characteristics of the major genres. As candidates evaluate various texts, they are instructed to reflect on what the purpose(s) of the texts are and how the texts fulfill (or fails to fulfill) the conventions of the genre. They consider the intended audience and evaluate whether the texts will reach those audiences, and they discuss author ethos. One assignment that illustrates these ideas is a lesson on poetry. In it, candidates receive a paragraph of scientific text and are asked to identify what the genre is, what the purpose of the paragraph is, and to speculate on who the author might be. After coming up with initial responses, they are told the author is a poet and the paragraph is poem in his
Recognizing that it is imperative to teach the conventions of various genres, candidates are given extensive training in how to recognize what a text does (that is, what are its defining rhetorical moves) rather than just what it says (in other words, what it is about) so that they can teach the conventions of the genre explicitly. They write a variety of genres (persuasive essays, poems, personal narratives, etc.) and post them to a discussion board so that they have a range of examples that demonstrate rhetorical conventions to show their students.

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Students are also required to keep a catalog of plays: these plays are to span several time periods, genres of theatre in order to expand the teacher’s knowledge and experiences with a wide range of theatrical styles.

- **Literary response and analysis and critique of texts and media for point of view, bias, power, validity, truthfulness, persuasive techniques, and appeal to both friendly and critical audiences.**

**English/Language Arts**

Recognizing the importance of promoting critical thinking rather than the mere consumption of texts and media, candidates receive instruction in how to evaluate sources. Drawing from traditional rhetoric, they learn to teach students to identify persuasive techniques such as how an author uses pathos, ethos, and logos to make claims and how bias is revealed in texts.

The importance of audience in the shaping of a text is stressed, and candidates consider who intended audiences are on a range of text and then discuss whether the texts meet the demands of that audience effectively. Particular emphasis is placed on how a text might appeal to a critical audience. For example, candidates read *Pathways to the Common Core*, by Lucy Caulkins et al., which is a text designed to provide an in-depth discussion on what the common core means for classroom instruction.
The book can be seen as an interesting piece of rhetoric and opens with a discussion in which the authors instruct readers to view the CC “as a curmudgeon,” and before laying out common complaints. Candidates discuss why and how the author’s rhetorical strategy is effective (or not) as they make their way through the book. Instruction is provided in evaluating texts for validity and truthfulness, and in how point of view determines the claims of a text.

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- **Writing instruction (inclusive of the writing process) on conventions, domains (i.e., response to literature, informational, persuasive, and technical), research, and applications that allow students to produce complex texts.**

**English/Language Arts**

The first assignment in ENED 442 is to write a narrative nonfiction piece. To complete this assignment, candidates work through the writing process, and once the assignment is complete, they “debrief” by discussing the various phases of the writing process such as pre-writing, drafting, revising, and the completion of a final draft. Using the nonfiction piece as a springboard, candidates learn what the best practices are in teaching writing (i.e. the importance of using models, both professional and student, strategies for giving feedback, and how to use rubrics). Additionally, candidates are trained in genre sensitivity and extensive instruction is given in how to recognize conventions of the genre. They do extensive work on ways to teach the various domains and create models of responses to literature, persuasive, narrative, and technical writing to use in their classes. Candidate generated genres are posted to a discussion board on Titanium so students have a collection of models for future use in their teaching.

Additionally, candidates attend a library session in which they learn about how to teach students to research and to evaluate sources for credibility. The librarian leads them through a webquest and highlights key points in research literacy. They participate in this session as students, rather than as teacher-candidates, so that they have a concrete example of how to teach research and information literacy. Additionally, candidates read selected texts, include various articles on the teaching of writing, Jim Burke’s (2012), *The English Teacher’s Companion*, and Graff and Birkenstein’s (2009), *They Say, I Say.*

**English/Theatre Arts**

The first assignment in THED 442 is to write a narrative nonfiction piece. To complete this assignment, candidates work through the writing process, and once the assignment is complete, they “debrief” by
discussing the various phases of the writing process such as pre-writing, drafting, revising, and the completion of a final draft. Using the nonfiction piece as a springboard, candidates learn what the best practices are in teaching writing (i.e. the importance of using models, both professional and student, strategies for giving feedback, and how to use rubrics). Additionally, candidates are trained in genre sensitivity and extensive instruction is given in how to recognize conventions of the genre. They do extensive work on ways to teach the various domains and create models of responses to literature, persuasive, narrative, and technical writing to use in their classes. Candidate generated genres are posted to a discussion board on Titanium so students have a collection of models for future use in their teaching. Additionally, candidates attend a library session in which they learn about how to teach students to research and to evaluate sources for credibility. The librarian leads them through a webquest and highlights key points in research literacy. They participate in this session as students, rather than as teacher-candidates, so that they have a concrete example of how to teach research and information literacy. Additionally, candidates read selected texts, include various articles on the teaching of writing, Jim Burke’s book, The English Teacher’s Companion, and Graff and Birkenstein’s, They Say, I Say. Students also develop and write a philosophy of teaching Theatre and English. The paper must include goals and assessment strategies implemented in his/her philosophical approaches to teaching both Theatre and English.

- **Academic language development emphasizing discourse that leads to the production of complex texts.**

**English/Language Arts**
Within the writing instruction component of the credential program curriculum, emphasis is placed on showing candidates how to use the rhetorical triangle (speaker, audience, purpose) to guide students through drafts of their written work. Specifically, candidates learn about the work of John Paul Gee (1989) and his idea of literacy as a way of “thinking/speaking/reading/writing/being and how that theory might inform how they approach the teaching of academic language. They read Graff and Birkenstein’s (2009) They Say, I Say, a book that seeks to “demystify academic writing by isolating its basic moves, [and] explaining them clearly (p. xvi). Candidates are required to try some of the exercises described in the book, and they also must create a lesson for secondary students based on what they’ve read.

**English/Theatre Arts**
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- **Incorporation of technology into language arts as a tool for conducting research.**

**English/Language Arts**
Candidates work with technology in a variety of ways during the ELA credential program. They contribute to a young adult literature blog, and in so doing, learn how to set up a class blog. They participate in online discussion boards and conduct research related to secondary English teaching
issues. Also, candidates are given a list of digital resources that might be useful in informing their research on issues and topics surrounding their teaching.

In terms of preparing their students to conduct research in digital environments, candidates attend a workshop in the library where a librarian lectures on issues surrounding research. They are given instruction in how to teach students to evaluate digital sources, how to conduct a search, and how to identify, address, and avoid plagiarism. Their competence in these areas is assessed through a required lesson plan in which they must address some aspect of research in digital environments and through their participation in the librarian’s training session.

**English/Theatre Arts**
Candidates work with technology in a variety of ways during the ELA credential program. They contribute to a young adult literature blog, and in so doing, learn how to set up a class blog. They participate in online discussion boards and conduct research related to secondary English teaching issues. Also, candidates are given a list of digital resources that might be useful in informing their research on issues and topics surrounding their teaching.

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- **Strategies and systematic guidance so that students select texts for reinforcement of independent reading habits.**

**English/Language Arts**
The importance of independent reading is stressed throughout the program. Candidates are made aware of the importance of allowing student choice in selecting appropriate materials and in helping students find texts that will pique their interest in reading. One way this is accomplished is by having students contribute to the Pollak Library blog, a CSUF effort to help young people select independent reading titles. To complete this project, candidates receive instruction in where they can find lists of high interest, quality young adult literature (i.e. the Prince list, *The Alan Review*, Jim Blasingame’s *Books that Don’t Bore Them*, which categorizes young adult books both by reading levels and by subjects, JAAL Reviews, etc), and then they must use their knowledge of those sources to choose a book to review for the Pollak blog. Recognizing that literary blogs are only one way to introduce students to books, students also learn about book talks and literature circles as ways to introduce students’ to high interest reading materials. Additionally, candidates are also given instruction on how to determine the reading level of a text using the Flesch-Kincaid scale and are required to determine the reading level of their favorite novel in order to demonstrate an understanding of how the scales work. Finally, they are introduced to various ways of assessing students’ reading levels such as STAR testing, AR reading scales, etc.

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- **Opportunities for listening and speaking, including comprehension, organization and delivery of oral communication, and analysis and evaluation of oral and media communications.**

**English/Language Arts**

Opportunities to develop listening and speaking skills are an integral part of both the ENED 442 and 449S course. Recognizing that students need to practice using academic discourse both in their writing and speaking, candidates also learn about ways to integrate academic language into classroom. For example, they participate in a class discussion exercise in which they discuss a news article and use some of Graff and Birkenstein’s key ideas about academic language to guide the way they form their verbal responses. For example, they might summarize their classmate’s response before adding something new to the conversation. The transcript of the class discussion is then put into academic essay format so that candidates can literally see instances of listening (as evidenced through carefully summaries and reasonable responses) and non-listening. Candidates are encouraged to use a similar approach in their own practice.

Because of the nature of English studies, discussion is a key component of every class, and candidates constantly engage in learning tasks that require both listening and speaking. More formal opportunities to practice speaking include a presentation on a specific section of the Burke book and the delivery of a secondary lesson. For the lesson, candidates must deliver a twenty minute lesson that is suitable for high school students, and they are evaluated on their public speaking skills (i.e. volume, eye contact, movement, etc.). Similarly, candidates must also listen to the lessons and provide concrete feedback that demonstrates active listening skills.

Candidates receive extensive instruction in media studies, during which visual literacy is stressed. They learn key aspects of visual rhetoric and how visual textual elements convey messages. Similarly, they learn how oral and auditory components of media and oral communications shape intended messages.

**English/Theatre Arts**

Opportunities to develop listening and speaking skills are an integral part of both the THED 442 and 449S course. Recognizing that students need to practice using academic discourse both in their writing and speaking, candidates also learn about ways to integrate academic language into classroom. The candidates are required to write a Semester and Year Long Course of Study for BOTH English and Theatre. Included in these courses of study are thoughtfully prepared units which incorporate high levels of participation and performance, followed by discussion and oral evaluations as part of the assessment and critiquing process. The English Course of Study must include a unit which involves media
communications as part of the curriculum. Using the Liz Lerman's Critical Response Process, students participate in a three step process in which students give an organized and structured response to an artistic work/performance. Students learn and apply the vocabulary of responding to a work that is subjective and artistic, according to Lerman’s structure.

Students also participate in a class discussion exercise in which they discuss a news article and use some of Graff and Birkenstein’s key ideas about academic language to guide the way they form their verbal responses. For example, they might summarize their classmate’s response before adding something new to the conversation. The transcript of the class discussion is then put into academic essay format so that candidates can literally see instances of listening (as evidenced through carefully summaries and reasonable responses) and non-listening. Candidates are encouraged to use a similar approach in their own practice.

Because of the nature of English and Theatre studies, discussion is a key component of every class, and candidates constantly engage in learning tasks that require both listening and speaking. More formal opportunities to practice speaking include a presentation on a specific section of the Burke book and the delivery of a secondary lesson. For the lesson, candidates must deliver a twenty minute lesson that is suitable for high school students, and they are evaluated on their public speaking skills (i.e. volume, eye contact, movement, etc.). Similarly, candidates must also listen to the lessons and provide concrete feedback that demonstrates active listening skills. Candidates receive extensive instruction in media studies, during which visual literacy is stressed. They learn key aspects of visual rhetoric and how visual textual elements convey messages. Similarly, they learn how oral and auditory components of media and oral communications shape intended messages.

- **Instruction in speaking applications including grade-level genres and their characteristics.**

**English/Language Arts**
Candidates study the speaking applications and must create an assignment that includes the genre designated at their grade level. For example, a candidate working with seventh graders would be required to come up with a lesson that requires his students to tell a story. Candidates pass their assignment descriptions around in small groups and discuss the best ways to teach students to deliver the oral assignment. They then report back to the whole class on ways that they will teach speaking applications.

**English/Theatre Arts**
Candidates study the speaking applications and must create an assignment that includes the genre designated at their grade level. For example, a candidate working with seventh graders would be required to come up with a lesson that requires his students to tell a story. Candidates pass their assignment descriptions around in small groups and discuss the best ways to teach students to deliver the oral assignment. They then report back to the whole class on ways that they will teach speaking applications. Several of the activities that are created for the Theatre curriculum are tailored toward language, performance and the collaborative, speaking process. All students participate in these hands-on exercises which expand their speaking and language skills, including their concentration and listening skills.
Art

During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in Art (Grades 7-12). They are able to strategically plan, implement, and evaluate instruction that assures that students meet or exceed the visual arts content standards.

In ARTE 442 student teachers create all of the lesson plans that will be used during their student teaching. This is done in consultation with the Master Teacher, ensuring that the content taught fulfills all of the needs of the district curriculum as well as the state standards. Each lesson plan contains the lesson objectives based on state content standards, adaptations for the differing needs of the varied student population, entry level assessment, progress monitoring, instructional strategies, summative assessment with complete rubric, all supplementary handouts, presentation materials including visual presentations or other visual aids, as well as a fully detailed procedural for the lesson’s entirety. During ARTE 442 and ARTE 449S the student teachers share their lesson plans giving and gaining feedback and suggestions allowing students to strengthen their teaching / planning skills.

They balance instruction between the gathering of information, the development of skills and techniques, and the expression of ideas in both written and visual forms.

During ARTE 442, comprehensive lesson plan packets are prepared that include the full range of complementary activities that are important components of a visual arts lesson. All lessons include a connection of some sort to the world at large that necessitates some kind of research for the teacher in preparation and then for the student in the answering of question posed by the teacher. Skill builders are a necessary component of every lesson in order to acquire the tools to express ideas. The exploration and final expression of ideas can take many forms and will include critiques, process papers, research papers as well as studio art projects. During ARTE 442 and ARTE 449S, the lesson plans are evaluated; the effectiveness of all components of the lesson is checked, with suggestions offered by the Professor and also the cohort student teachers.

Candidates for a single subject credential in art model and encourage student creativity, flexibility, and persistence in solving artistic problems. They provide secure environments that allow students to take risks and approach aesthetic problems in multiple ways.

The importance of creating a positive learning environment is stressed during the ARTE 442 class, and a range of possible definitions of this kind of environment is discussed. While each school may look and feel different, there are a number of crucial components that allow students to take risks and express themselves. Discussion of situations encountered at the various student teaching placements allows for a wide-ranging understanding of how one can influence the creation of this safe environment through teaching actions. Observations and experiences with the tone and functionality of these different classroom is shared and discussed during ARTE 442.

Their explanations, demonstrations, and planned activities serve to involve students in learning experiences that help them process and respond to sensory information through the language and skills unique to the visual arts.
In the thorough planning of the lessons students plan all components of the lesson with the goal of allowing all students to be successful. Adaptations are anticipated and implemented for students with a variety of specialized needs beginning with the acquisition of background or historical information, through the use of a variety of teaching modalities. Effective progress monitoring allows student teachers to watch for areas of confusion or difficulty in order to reteach as necessary.

Additionally, single subject candidates help students discover ways to translate thoughts, perceptions, and ideas into original works of art using a variety of media and techniques. They establish and monitor procedures for the safe care, use, and storage of art equipment and materials.

One of the benefits of ARTE 442 and 449S classes is the opportunity for the student teachers to share ideas as well as discuss the wide range of best practices they are discovering from a variety of different schools and teachers. Their ability to establish a safe classroom environment that helps students to think and work creatively is augmented by their shared discussion of experiences as well as by observing and implementing best practices as observed in the field.

Candidates understand and are able to teach students about the historical contributions and cultural dimensions of art, providing insights into the role and development of the visual arts in past and present cultures throughout the world.

Every lesson plan created by CSUF Visual Arts student teachers must include a connection to the world at large. This connection can take the form of art history as well as the study of material culture, both historical and contemporary. Introducing students to aesthetics is another form this connection can take. The various connections are integrated into a lesson that allows students to use these new insights in their artistic expressions. These lesson plans are created in ARTE 442 and ARTE 449S and are collected by supervisors before each classroom observation performed in ARTE 449E and ARTE 449I so an evaluation can be made of the effectiveness of planned lesson components.

They emphasize the contributions of art to culture, society, and the economy, especially in California. Teacher candidates guide students as they make informed critical judgments about the quality and success of artworks, analyzing the artist’s intent, purpose, and technical proficiency.

Student Teachers are reminded of the importance of teaching art vocabulary, giving their students the language to begin discussing art. Most lesson plans include a vocabulary section, and when students are asked to either evaluate or discuss artwork they are encouraged to use this vocabulary in written reviews as well as in critique situations. In this discussion of artwork, student teachers give their students a sense of the place of artists and artwork in the continuum of cultural ideas. These various components are an integral part of the lesson plans created in ARTE 442. The links to the outside world that are present in every lesson plan provide connections between art and culture, society and even the economy.

Where appropriate, they connect and apply what is learned in the visual arts to other subject areas. Candidates understand how to relate the visual arts to life skills and lifelong learning; they provide information about opportunities for careers in art.

Another form that the mandated connection to the world at large in the lesson plans can take is a connection to other subject areas. Art is a cross-road for many disparate ideas and subjects, and this is an important component of comprehensive lesson plans. A great deal of emphasis is given to planning
and time management skills, including them in almost all lesson plans. The variety of opportunities for careers in art is another manifestation of the connection to the world at large that student teachers must include in the lesson plans they create in ARTE 442 and ARTE 449S, and are then evaluated through observation and discussion in ARTE 449E and ARTE 449I classes.

**Music**

During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in Music (Grades 7-12). They model highly developed aural musicianship and aural analysis skills, teach music theory and analysis (including transcription of musical excerpts; error detection; analysis of form, style, and compositional devices; harmonic progressions and cadences), and can teach students to read and notate music, understand the techniques of orchestration and develop facility in transposition.

Throughout coursework and fieldwork, candidates refine their teaching strategies as they relate to the CA content standards in Music. Depending on their fieldwork placement and the level of the students (K-12), they are also able to demonstrate teaching music theory and analysis. Music literacy (reading and writing of music notation) is emphasized at every grade level, and regardless of the focus population (elementary/general music, band, choir, or orchestra). Transposition and orchestration skills are prepared in music theory classes, and applied to the classroom in the methods classes and required fieldwork. Candidates apply a wide array of strategies toward the teaching and learning of the elements of musical performance, including concepts of pitch, tone quality, intonation, rhythm, tempo, style, articulation, diction, phrasing, blend, balance, timbre, and form. This is accomplished through score study and analysis, lesson planning, and implementation of lessons. The required lesson plan format in MUSE 449S must indicate content Standards from the CA curriculum frameworks in Music.

Candidates model expressive and skillful performance by voice or on a primary instrument, and are proficient in keyboard skills. They use effective conducting techniques and teach students to sight sing, sight read, improvise, compose, and arrange music.

Only candidates with excellent levels of performance are allowed to enter the credential program, as determined in the interview/audition process. All credential candidates have satisfactorily presented a solo recital on their primary instrument (as evaluated by the performance faculty), and must demonstrate keyboard competence through a variety of skills that are assessed by the keyboard faculty. Two conducting classes are required for each candidate, and skill level is assessed in the interview/audition process. They are prepared to teach any level of music literacy, vocal and instrumental, K-12. Candidate proficiency (keyboard, performance and conducting techniques) is assessed through teaching video assignments in MUSE 449S.

Candidates use wide knowledge of Western and non-Western works in their instruction. They help students understand the roles of musicians, composers, and general instruments in diverse cultures and historical periods, and identify contributions of diverse cultural, ethnic, and gender groups and well-known musicians in the development of musical genres.

Candidates in the Single Subject Program in Music are prepared to guide students in grades K-12 to satisfy the CA standards in music, including the Historical and Cultural Context. In their lesson plans,
teacher candidates address this domain, and highlight the role of musicians and composers in various cultures and time periods, through the choice of repertoire that reflects diverse cultural and ethnic groups. Prominent musicians, composers, and performers are studied in MUSE 442 and 449S, as they apply to the public school teaching situation at each grade level.

Candidates instruct students in voice, keyboard, woodwinds, brass, strings, guitar, and percussion. They use a variety of instrumental, choral and ensemble rehearsal techniques and employ an understanding of developmental stages of learning in relation to music instruction.

Further rehearsal and instructional topics are addressed in MUSE 442 and 449E (first semester student teaching) through the score analysis, learning outcomes, and lesson planning assignments. These topics are then reinforced in MUSE 449S and 449I in the second semester of the candidates’ practice teaching as they become responsible for the planning and implementation of instrumental and vocal techniques.

Candidates enable students to understand aesthetic valuing in music and teach them to respond to, analyze, and critique performances and works of music, including their own.

Candidates are prepared to choose musical repertoire of aesthetic merit and to create opportunities using various strategies and devices to teach toward developing an effective response to music in students, including awareness and acknowledgement of that response, and increasingly sophisticated assessment of the aesthetic experience. They learn to guide students in an assessment of their own performance and to become critical consumers of music. Their ability to apply these skills in the classroom during fieldwork is evidenced in their lesson plans (MUSE 442 and 449S), which must include some form of assessment in every class.

They teach the connections and relationships between music and the other arts as well as between music and other academic disciplines.

Through a specific integration assignment in MUSE 442 (see syllabus, week 7), student teachers relate musical learning with that in other subject areas, through both the elements of musical performance, knowledge, and understanding, and through teaching and learning experiences with specific musical repertoire. This is further discussed in MUSE 449S. Through the credential program, they become aware of how to relate their content area to any of the other academic disciplines, in preparing well-rounded young people for the future. They learn the importance of collaboration with other subject areas and faculty within the schools, and how music can be used to enhance the academic curriculum as well as to achieve important behavioral goals.

They inform students of career and lifelong learning opportunities available in the field of music, including media and entertainment industries.

The music education curriculum is geared toward preparing lifelong skills, with numerous applications outside of the school setting. Their young charges must be made aware of the meaningful use of music throughout a lifetime. Not many young people will achieve a career in music, but as educated consumers of the arts, an appropriate vocabulary of music is developed and encouraged with life-long applications. This topic is addressed in group discussions, specifically during week 13 of MUSE 442.

Candidates use various learning approaches and can instruct students in using movement to demonstrate rhythm and expressive nuances of music.
In the student teaching seminars (MUSE 442 and 449S), candidates are familiar with various learning approaches (i.e. Kodaly, Orff, Suzuki, Dalcroze, Gordon, etc.), and apply those approaches in their lesson plans at all levels (K-12) and with any type of group (band, choir, etc.). The Dalcroze approach known as Eurhythmics emphasizes the use of the body and movement to interpret various musical elements (pitch, beat, rhythm, form, tempo, dynamics, texture, etc.). Typically, during the 10th week of the semester in MUSE 442, the class discussion and an in-class assignment focuses on music pedagogy and the application of various learning approaches (including the use of movement to express the elements of music) in their current teaching situation (see syllabus, week 10).

They instruct using a broad range of repertoire and literature and evaluate those materials for specific educational purposes.

Their choices of repertoire and literature are often determined by the master teacher they are being mentored by, and by the ability of the student groups. With the guidance of the master teacher and sometimes the university supervisor, the music is selected with the CA standards and various learning objectives in mind. The candidates choose and teach toward the content of musical works with historical, cultural, and multi-cultural significance. All music can be learned within a context that gives added meaning and significance to musical expression. In MUSE 442, the student teachers select a piece of repertoire appropriate to their teaching assignment, and determine specific learning outcomes regarding skills, knowledge, applications, and values (see syllabus, week 3).

They use various strategies for sequencing, planning, and assessing music learning in general music and performance classes including portfolio, video recording, audio recording, adjudication forms, and rubrics.

Student teachers apply a wide array of strategies toward the teaching and learning of the elements of musical performance, knowledge, and understanding, including concepts of pitch, tone quality, intonation, rhythm, tempo, style, articulation, diction, phrasing, blend, balance, timbre, and form. This is accomplished through score study and analysis, lesson planning, and implementation of lessons. They gain knowledge and experience in lesson planning through the preparation process for musical performance, and the relationship of assessment to the learning objectives (MUSE 449S – week 7). Various assessments including group and individual performance rubrics, and student feedback and grading are examined and practiced (MUSE 449S – week 10). They must also plan activities appropriate to a class’s ability level, taking into account the special needs and abilities of individual students. They learn the importance of structuring lessons sequentially, assuring the highest level of success for their young charges.

The above activities are described in the following assignments on the MUSE 442 syllabus:
- Preparation for teaching a musical score (outcomes, rehearsal plan, integration, creativity)
- Advocacy presentation
- Student observations
- Assigned readings and reflections

And on the following assignments on the MUSE 449S syllabus:
- Weekly Lesson Plans
- Reflections
- Standard 8 Candidate Evaluation
- Videos of teaching
- Assigned readings and class discussions
Physical Education

During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in physical education (Grades K-12). They enable students to develop the skills and knowledge they need to become active for life.

Candidates demonstrate high proficiency in the satisfactory completion of a Subject Matter Preparation Program or CSET exam in Physical Education. In KNES 442, candidates focus developing skills that will assist them in becoming effective teachers using the California Physical Education Content Standards (2009) in the development of lesson plans, learning objectives, and assessments that measure student learning. A review of the Spectrum of Teaching Styles provides the candidates with making decisions of the most effective and appropriate teaching style for each part of the lesson. The course not only requires multiple lesson plans and assessment tools based on the grade level specific content standards but the development of an extensive unit plan all which include specific teaching strategies. The lesson plans and unit plan will be implemented in their fieldwork experiences both extern and student teaching semesters. Additional coursework requires the candidates to teach their lesson plans at least twice to college students in a lower division methodology class. The candidates are videotaped and then must systematically analyze their teaching strategies and student learning prior to teaching the second lesson to the peers. In KNES 449S, candidates continue their focus on the content standards by addressing them in their required daily lesson plans and unit plans. Candidates complete a contract that requires the master teachers and university supervisor to sign off on the completion of at least five unit plans that address the content standards, teaching strategies, and assessment of student learning. Emphasis on skill progression within the content of the standards is also addressed in the seminar.

Candidates balance the focus of instruction among information, concepts, and skill development to provide students with the foundation for developing active and healthy lifestyles.

Candidates are provided with specific research and practical articles that provide them with the knowledge of designing effective lessons that are instructionally appropriate and provide high percentage of on-task time in the cognitive, psychomotor, and affective domains in both the KNES 442 and 449S courses. In KNES 442, the candidates are required to write a reflective review of the practical knowledge and how they would implement it with the students they are currently teaching. One their assignments focuses on the use of systematic observation using duration recording to measure the amount of management time, instructional time, and activity time in the peer teaching lesson. The candidates reflect on their areas of strength and areas of needed improvement prior to re-teaching the lesson again to their peers. The candidates are required to set goals for increasing the students’ activity time while decreasing their management and instructional time. After peer teaching the second time, the candidates complete one more systematic observation project allowing them to compare and contrast their results to measure their improvement and areas of needed improvement. Unit plans developed for student teaching (KNES 449S and 449I) include specific lessons that are designed to help develop or refine movement skills and introduce new, or build on previously taught, movement principles, concepts, or strategies. Each unit plan is assessed for the inclusion of three or more references to be used in teaching the unit. One or more of the references must include activity/sport relevant concepts, principles, or strategies applied in the unit.
Candidates design a curriculum accessible to all students that includes a variety of fundamental movement, individual/dual/team sport, dance, aquatics, outdoor/adventure activities, combative, and fitness activities and that meets the developmental needs of all students, including individuals with disabilities, lower-skilled individuals, and higher performers.

In KNES 442, the candidates read and discuss the variety of instructional models used throughout physical education curriculums. The candidates start to develop an outline of a curriculum using one or more of the instructional models for each main area of content within the standards. They also provide skill instruction, strategies addressing a variety of learners, and assessments. This process continues in KNES 449S as candidates design units of instruction they will use in their student teaching. When the students have completed all of the units they can assemble them into their curriculum.

Most sites where candidates complete their student teaching use district approved curricula. In most schools, each grade level is exposed to a specific combination of units that will meet the California Physical Education Content Standards. These units of instruction make up the grade-specific curriculum. During seminar discussions (449S), candidates evaluate how the programs where they are completing their student teaching meet these standards and ultimately the grade-specific curriculum.

In each lesson plan, candidates include activity or task extensions. The extensions are designed to make the activity or task either easier or more difficult. Candidates revisit attribution theory from their undergraduate training and discuss the premise that most of their students will be maximally motivated when their success rate in performing a physical task is somewhere between 50% and 80%. Candidates prepare for these extensions and are encouraged to implement the extensions with the diverse groups of students they teach.

Candidates also demonstrate sensitivity to students’ cultural and ethnic backgrounds and include activities of global interest in the curriculum.

Candidates are exposed to a variety of cultural and ethnic backgrounds along with activities of global interest through KNES 499E and KNES 449I. Both the master teachers and university supervisors provide the candidates with feedback on their instructional approaches and communication with all of their students. The Physical Education content standard 5 (K-8 grade), “Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity, and content standard 3 (High School), “Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity” are addressed in KNES 442, 449S, 449E and 449I. KNES 449S devotes one of the class sessions on these standards with an expert presenter who addresses content and strategies of engaging all learners in low and high cooperative physical activity curriculum.

Candidates understand how to motivate students to embrace a healthy lifestyle, to think critically and analytically in game and sports environments, and to reflect on and solve problems to minimize barriers to physical activity participation throughout life.

Candidates are exposed to these elements in KNES 442 when they design their lesson plans and unit plans that address the content standards. Candidates engage in class activities that teach them how to expose the specific content in each content standard by unpacking the evidence of the content that is needed to teach each standard. The candidates then develop assessment and learning sequences for their students from the exposed content. Each of the physical education content standards (1-5 for K-8
and 1-3 for high school) specifically address content on assisting students to learn about achieving and maintain healthy lifestyles (content standards 3-4 for K-8 and 2 for high school), developing skills and strategies that will enable the opportunity for successful game play in a variety of sports environments, and teach about addressing barriers to lifetime physical activity through engagement in physical education. Candidates are required to develop lesson and unit plans that specify each content standard that is appropriate for the content being taught. In addition, KNES 449S requires lesson and unit plans that address the content standards and the elements listed above. The candidates are also provided feedback from their master teachers and university supervisors in both KNE 449E and KNES 449I.

In KNES 449S student discuss and debate the topic: “How Can We Avoid Dumbing Down Physical Education?: Strategies to Overcome the Status Quo.” In this discussion, the sub-disciplines of kinesiology are reviewed and relevant skill critical elements, game strategies and tactics, and movement principles are reviewed for inclusion in meeting physical education standards and lesson objectives. Candidates are encouraged to challenge their students and have high expectations for their learning and comprehension. The brief Youtube video clip—23 ½ Hours—is viewed. Candidates are challenged to use such stimulating and informative media as ways to get their students attention about the importance of lifelong physical activity.

In addition, candidates create class environments that ensure safe and productive participation in physical activity by developing procedures for care and use of equipment, carefully organizing and monitoring activities, and monitoring facilities.

Candidates create learning environments that are both emotionally and physically safe. In KNES 442, candidates read and critique research and practical journal articles that address physical education settings and characteristics of successful programs. The candidates design their lesson and unit plans to include ensuring for safety of the environment and the equipment. Each lesson plan designed by the candidate must include organization and teaching strategies that result in monitoring for safety and instruction. The candidates receive instant feedback from their peers and professor on their success of their organization when they peer teach and also by reviewing their DVD of each peer taught lesson. The candidates provide a reflection of their progress and make suggestions for improvement. In KNES 449S, candidates must address each of these areas within their required daily lesson plans and unit plans. Candidates also receive feedback from their master teachers and university supervisors in KNES 449E and KNES 449I.

In KNES 449S candidates discuss lesson strategies to maximize safety and productivity. In KNES 449I candidates apply those strategies under the supervision and feedback provided by master teachers and a university supervisor. For example, the following topics are discussed in seminar and applied in lessons: appropriate spacing between students or groups of students, appropriate equipment modifications for remedial level students or students with special needs, appropriate activity extensions (i.e., make task easier or more difficult) to appropriately challenge students. Most candidates, by design, are also exposed to exemplary public school sites that have well-cared-for equipment and facilities, and procedures in place to regularly evaluate equipment and facility conditions.

Languages Other than English (World Languages)

During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content
standards in World Languages (Grades K-12). First, and most important, they demonstrate a high proficiency in the language that allows them to conduct their classes in the target language.

Note 1: We call our program World Languages.

Candidates demonstrate high proficiency in the target language either through satisfactory completion of a Subject Matter Preparation Program (Spanish, French) or the appropriate CSET exams. EDSC 442F features instruction on national and state-adopted academic content standards in World Languages (Grades K-12) that informs the candidates’ subsequent study, in the same course, of strategies for teaching reading, writing, listening, speaking, and culture in the target language to different types and levels of learners. Candidates implement these strategies in the course during teaching demonstrations for an audience of their peers; moreover, they demonstrate implementation of these strategies for students through lesson plans developed for fieldwork in EDSC 449E and EDSC 449I.

In addition, candidates demonstrate the ability to teach in a proficiency-oriented program with a commitment to teaching and learning using the four language skills of listening, speaking, reading, and writing, thus enabling their students to demonstrate communicative ability in the target language from level 1 to advanced.

Course readings and assignments for EDSC 442F, EDSC 449E, EDSC 449S, and EDSC 449I focus on proficiency-oriented instruction, including an integrated approach to student practice with all modes of communication and language skill areas. Candidates prepare, present and submit activities, lesson plans, unit plans, and mini-lessons in order to demonstrate their ability to design and implement communicative, contextualized instruction in the target language for a variety of learner types, proficiency levels, and interests.

Candidates demonstrate knowledge of the nature of language, and of basic linguistics as well as a thorough understanding of the structural rules and practical use of the target language.

Candidates demonstrate knowledge of the nature of language and basic linguistics either through satisfactory completion of a Subject Matter Preparation Program (Spanish, French) or the appropriate CSET exams. Assignments for EDSC 442F, EDSC 449E, EDSC 449S, and EDSC 449I require candidates to design and implement learning activities, weekly sets of lesson plans, and instructional units that demonstrate correct and authentic use of the target language. Candidates are also required to discuss how language learning theories and research, as well as linguistic knowledge, impact instruction and language acquisition. Furthermore, candidates demonstrate their practical understanding of SLA theory and linguistics through the effective design of lesson plans in EDSC 442F and the implementation of lesson plans in EDSC 449S and EDSC 449I.

Candidates also demonstrate an in-depth knowledge and understanding of the cultures and societies in which the target language is spoken, with validation and appreciation of the language and cultures of heritage and native speakers.

Candidates demonstrate in-depth knowledge and understanding of the cultures and societies in which the target language is spoken either through satisfactory completion of a Subject Matter Preparation Program (Spanish, French) or the appropriate CSET exams. Assignments for EDSC 442F, EDSC 449E, EDSC 449S, and EDSC 449I require candidates to learn to lead with culture in World Languages. Course readings and assignments help candidates understand how to design thematic units based in the target.
language culture. Moreover, candidates relate instruction to their students’ lives and interests, resulting in a curriculum that accommodates and validates the languages and cultures of both native and non-native speakers. Candidates demonstrate their knowledge of the target language culture through the effective design of lesson plans in EDSC 442F and the implementation of lesson plans in EDSC 449S and EDSC 449I.

_They demonstrate that they have the requisite knowledge necessary to plan and deliver challenging lessons, to assess their students using a variety of assessment tools aligned with current methodology in second-language acquisition._

In EDSC 442F and EDSC 449E candidates design original, standards- and communication-based lesson plans (units, weekly plans, and daily plans). Candidates also review the lessons of other students and provide/receive feedback. Lessons are required to include national- and state-adopted content standards and varied forms of assessment that test student proficiency in all modes of communication and in all four major language skills. Furthermore, candidates learn about proficiency-oriented instruction, project-based learning and assessment, and target language instruction from day one and they are required to demonstrate their understanding of these concepts through the effective design of lesson plans in EDSC 442F and the implementation of lesson plans in EDSC 449S and EDSC 449I. Finally, candidates are required to include supplementary documentation with lessons (CI presentations, student handouts, rubrics/checklists, assessment, etc.) to further demonstrate their pedagogical understanding and ability to plan communication-based instruction.

_Candidates emphasize critical thinking and evidence of student learning to inform their best practices in teaching._

In EDSC 442F and EDSC 449E candidates regularly reflect critically on lessons through focused and detailed observations of a variety of experienced teachers at their school site and through lesson plan peer reviews. They are also required to take part in assessment activities that help them to develop pedagogical understanding of the most current assessment and grading practices. Candidates in EDSC 449S and EDSC 449I submit weekly lesson plans and fieldwork reflections; they also participate in weekly lesson plan peer reviews in order to improve their instruction. As per course requirements candidates in EDSC 449S and EDCS 449I must create an assessing learning project and implement the assessments in their fieldwork. This assignment also requires candidates to assess their own teaching as well as student learning in order to use data to drive their instruction.

_Candidates also demonstrate that they can effectively use technology to support and enhance their instruction._

In EDSC 442F, EDSC 449E, EDSC 449S, and EDSC 449I, candidates demonstrate technological proficiency in instruction through assignments including weekly sets of lesson plans, presentations, critiques of recorded lessons, creation of class web sites and wikis, and creation of narrated PowerPoint presentations.

World Language candidates address subject-specific topics in EDSC 442F and then revisit these topics in EDSC 449S. More specifically, candidates are required to:

1. Design course goals and objectives, as well as procedures for assessment and evaluation of progress in World Language learning based on national and state World Language education standards and content.
2. Organize subject matter for student learning in a communication-based manner that is authentic and meaningful and related to students’ cognitive and language proficiency levels.
3. Demonstrate the level of proficiency in the language required to teach the subject matter with ease and confidence at all levels.
4. Utilize a broad spectrum of current World Language teaching techniques, technologies, and strategies that lead to communicative competence and create a classroom atmosphere in which learning is authentic, meaningful, and proficiency-oriented.
5. Apply a variety of instructional techniques suited to different learning styles and students’ ethnic, cultural, and socio-economic backgrounds while respecting age, gender and ability differences. These strategies must incorporate the use of technology in a variety of ways.
6. Use strategies and activities that will develop students’ critical thinking skills by providing opportunities for cooperative and project-based learning, including project-based assessment that incorporates all three modes of communication.
7. Develop mini-lessons, daily lessons, and unit lesson plans incorporating national- and state-adopted content standards, culturally authentic thematic units, communication-based learning objectives, and techniques and strategies that utilize educational technology as a means to enhance instruction and student achievement of increasing language proficiency.

Intern Program Delivery Model: The intern preservice component includes introductory preparation relative to Standard 8B: Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject (SS) Candidates.

Interns are required to demonstrate subject matter competency either through satisfactory completion of a Subject Matter Preparation Program or the appropriate CSET(s). They complete the subject-specific methods (442), seminar (449S), and fieldwork experiences (449E and 449I) in the same manner as traditional students.

Category C: Preparation to Teach All Students in California Schools

Standard 9: Equity, Diversity and Access to the Curriculum for All Children

Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:

Candidates examine principles of educational equity and diversity and their implementation in curriculum content and school practices for all students.

Successful completion of a course in cultural diversity is part of the General Education requirements for the baccalaureate degree at California State University, Fullerton. Students may choose from a selection of courses identified to meet this requirement. These courses are identified under Category IV (Implication, Explorations and Life-long Learning) of the General Education requirements.

Given our philosophy of empowering all students to shape communities that are more humane and enabling students to understand the implications for their practice of differences and similarities among students, and the needs of our surrounding districts, all candidates are trained in teaching and
interacting with students and parents that are linguistically, culturally, and socioeconomically diverse. In EDSC 340 beyond the specific attention devoted to these issues in the pre-service coursework, program candidates are required to demonstrate competent educational dispositions geared towards inclusive school and classroom practices by creating a final project that will exemplify how students are reflecting upon and considering inclusive classroom practices. Some examples include: interpreting demographic and school data, including factors such as gender, race, and income and how these correlate with school variables, such as resources, course offerings, funding, etc. Also, teacher candidates explicitly engage with theoretical frameworks, such as Critical Race Theory, Sociopolitical Frameworks, and Social Capital Theory as a way to understand issues of equity and diversity with respect to schooling, teaching, and curriculum development.

Candidates provide all students equitable access to the core curriculum and all aspects of the school community. The program provides opportunities for candidates to learn how to maximize academic achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family backgrounds; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.

EDSC 340 emphasizes theories of learning and development as well as significant deficit theories that impede teachers’ ability to equitably address the needs of all students. By learning about such items within the context of a course on diversity, teacher candidates are better able to recognize students’ specific learning needs, and to assist all students in learning. Though classroom anecdotes as well as critically reflective stories by current educators, conducting research on learning and diversity, and critiquing past classroom practices, teacher candidates are then positioned to thoughtfully consider how to most effectively address student needs and place them in the context to be successful. Additionally, classroom activities require candidates to identify positive school and classroom elements that create and foster safer schools for students who identify as LGBTQ. EDSC 340 explicitly focuses on the impact of schooling on ethnic minorities, the poor, young women, LGBTQ students, and students with special needs by structuring explicit units with readings and in-class activities that assist students in understanding how they can create spaces of learning for all students.

Candidates are prepared to effectively teach diverse students by increasing candidates’ knowledge and understanding of the background experiences, languages, skills and abilities of student populations; and by teaching them to apply appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students.

In EDSC 310, teacher candidates explore issues related to changing school populations, the social and academic needs of students from diverse backgrounds, characteristics of students with special needs, and state and national policies in these areas. Teacher candidates learn about the history of Special Education in the United States and review case studies discussing how teachers have successfully made the curriculum accessible to all students, regardless of disability. Teacher candidates in EDSC 310 learn about Universal Design for Learning, which explores ways to structure the learning environment to fit the academic and social needs of all learners, and students reflect on the accommodations they have observed in local 7-12 classrooms.

In EDSC 320, these issues are more closely examined through the exploration of similarities and differences in the biological, cognitive, and sociocultural transitions that adolescents from diverse backgrounds undergo.
EDSC 340 provides targeted information regarding major ethnic and linguistic communities of students. Additionally, it offers an extensive overview of the social, cultural, and historical circumstances surrounding the educational preparedness of diverse students and special populations. Teacher candidates are required to complete a community research project, examining predetermined topics that include diversity, equity, special education, institutional discrimination, eugenics, and socioeconomics. How pre-service students increase their knowledge of effectively teaching in diverse communities is by researching cultural environments and how these environments assist in the understanding of schools, participating in cultural and linguistic simulations, and learning about different learning strategies. Classroom activities also include candidates researching and presenting effective classroom strategies for teaching special education populations in mainstream classrooms. In terms of pedagogical theory, teacher candidates engage with theories of Multiculturalism, readings in Critical Pedagogy, Culturally Responsive Teaching, and Critically Compassionate Pedagogies, among others, which provide the theoretical groundwork for the future practices of teaching diverse student populations.

Candidates study and discuss the historical and cultural traditions of the cultural and ethnic groups in California society, and examine effective ways to include cultural traditions and community values and resources in the instructional program of a classroom.

EDSC 340 introduces significant cultural and historical contexts that impact the major ethnic communities in the state of California. A special emphasis is given to diverse student populations in the region surrounding California State University, Fullerton, particularly communities in which teacher candidates will likely be placed for employment.

Teacher candidates are asked to critically engage the historicity of diverse California cultures and their implications of this diversity in the classroom. Classroom activities include modeling, simulations, conducting culturally biographical research, guest speakers, and attending on-campus events intended to sensitize students to cultural diversity and prepare them for effective practice. Culminating coursework requires teacher candidates to create culturally enriched-informed pedagogies through, lesson presentations, and/or small and large group discussions, and community research on the topic such as multicultural education and community development.

Candidates develop the ability to recognize and eliminate bias in order to create an equitable classroom community that contributes to the physical, social, emotional, and intellectual safety of all students. The program includes a series of planned experiences in which candidates learn to identify, analyze, and minimize personal and institutional bias.

In EDSC 320 and EDSC 340, teacher candidates examine the biased and cultural self through simulations, in-class activities, research, and exercises. These exercises are intended to allow the teacher candidate to react to their own biases and to respect their cultural self so they, in turn, will learn about the culture of others. Moreover, teacher candidates engage with readings that allow them to critically reflect upon their own biases, accomplished through weekly writing assignments. Along the way, instructors discuss learning theories and styles among diverse student populations. Instructors introduce and reinforce multiple intelligences by modeling proper lesson planning techniques, and demonstrating how to interact with individual students. Other techniques include fieldwork that allows students to address issues of diversity, and participation in an online course format (TITANium), enabling students to examine accessibility of technology, the digital divide, and how technology can be used to strengthen participation for all students. Instructors also discuss how to design the physical organization of
classroom instruction to maximize learning among students with a variety of learning abilities through affective and reflective modeling. The course requires demonstrations of student-generated classroom scenarios, problems, and solutions. Candidates are informed of their responsibilities to report Child Abuse and to avoid sexual harassment in EDSC 440S.

_Candidates have the opportunity to systematically examine his/her stated and implied beliefs, attitudes and expectations about diverse students, families, schools, and communities, and to apply pedagogical practices that foster high expectations for academic performance from all participants in all contexts._

EDSC 340 addresses the importance of reflection as education professionals. Exercises in this course require critical self-evaluation and suggest corrective action. Assignments include free writes, personal anecdotes, response on specialized concepts, self-reflective exercises, in-class role playing, online discussion forums, written assignments that demonstrate understanding of how institutional bias work in schools, and other exercises throughout the course that examines racial, ethnic and linguistic stereotypes and how these affect student opportunities and outcomes.

EDSC 340 lays the foundation for better understanding the basis of personal beliefs, attitudes and expectations of students and diverse families. It does so by using a variety of formal, informal, and personal anecdotes and experiences to underpin an academic investigation on the basis and fuel for beliefs, attitudes, and expectations about diverse families, students, and schools. The course further utilizes demonstrations through instructor -and student-facilitated role-playing and discussion of diverse beliefs, discussions that are further expanded and applied through computer-mediated venues. Other avenues for student opportunities to examine implied beliefs are through the use of personal journals, online discussions, and by researching current and historical topics on families and schools, and films that illustrate the effects of cultural bias.

**Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning**

_Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:_

_Candidates are provided multiple opportunities to learn how personal, family, school, community, and environmental factors are related to students’ academic, physical, emotional, and social well-being. Candidates have knowledge of diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities._

In EDSC 310, students read about diverse family compositions and family relationships as well as how environmental factors, such as homelessness and poverty affect student learning.

In EDSC 320, readings and discussion examine trends related to diverse family structures, impact of parenting style on adolescent psychosocial development, and contextual variables that place adolescents at risk. In EDSC 320 and 340, candidates research the effects of family involvement on academic achievement and identify a variety of ways to include parents/guardians in their students’ education. They also identify resources in the local community. Family culture is explored with respect to diverse family structures and cultural practices which impact academic achievement.
During fieldwork and seminars, candidates have the opportunity to report on their participation in Back to School Night, Open House, and parent conferences as well as other school events that parents attend and reflect on what they have learned about student personal situations and family characteristics.

Candidates have knowledge of major laws and principles that address student rights and parent rights pertaining to student placements. Candidates learn about the effects of student health, safety, and accident prevention on student learning. Candidates study the legal responsibilities of teachers related to student health, safety, and the reporting requirements relating to child abuse and neglect.

In EDSC 440S, candidates develop examples of ways to effectively communicate with parents including letters or postcards, newsletters, telephone calls, email attending extra-curricular activities, and conferences. Candidates are also introduced to the major laws and principles that address student rights and parent rights in a special interactive seminar on Legal Issues. Information on legal reporting requirements on child abuse and neglect are found on our SSCP Handbook Website at State of California Policies Impacting Teacher Candidates. Further, in the EDSC 320 Health and Safety Webliography (a signature assignment), students are asked to identify resources to support student safety.

Candidates have opportunities to learn and practice effective strategies and techniques for crisis prevention, conflict management, and resolution in ways that contribute to respectful, effective learning environments, including recognizing and defusing situations that may lead to student conflict or violence.

In EDCS 440, candidates attend district or university personnel presentations on Safe Schools. They identify contributing factors that lead to student involvement in conflict or violence and explore methods of defusing such situations. They also discuss means for prevention such as building relationships with students, effective classroom management, and practicing conflict resolution. Candidates are encouraged to learn conflict-resolution techniques.

EDSC 320 provides instruction and direct links to adolescent resources such as the Yellow Ribbon Suicide Prevention Program. In addition, students identify and research web sites related to eating disorders, depression and suicide, school safety and violence prevention and develop a list of local community agencies that can provide medical, legal, and language services.

In EDSC 440S, candidates are further exposed to the range of social, health, educational and language-related service agencies and other resources that are available at school and off-campus, particularly ones that promote student health and school safety, and reduce school violence in seminar presentations on Working with Parents and Counselors, School Safety, and Legal Issues. As part of this activity, teacher candidates review and discuss resources found on the CDE Safe Schools Website. They also access selected resources on legal issues and student and parent rights through the TITANium LMS EDSC 440F course site (see image on next page).
Candidates understand the effects of family involvement on teaching, learning and academic achievement, and candidates learn and apply skills for communicating and working constructively with students, their families and community members.

In EDSC 320, readings and discussion examine trends related to diverse family structures, impact of parenting style on adolescent psychosocial development, and contextual variables that place adolescents at risk. In EDSC 320 and 340, candidates research the effects of family involvement on academic achievement and identify a variety of ways to include parents/guardians in their students’ education. They also identify resources in the local community. Family culture is explored with respect to diverse family structures and cultural practices which impact academic achievement. In 440S, candidates develop letters to send to parents at the beginning of the year and are encouraged to call home to introduce themselves to parents.

Candidates understand when and how to access site-based and community resources and agencies, in order to provide integrated support to meet the individual needs of each student, including social, health, educational, language services, and other resources.

In EDSC 440S, candidates are introduced to the major laws and principles that address student health and safety a special interactive seminar on Legal Issues presentation also learn district-based procedures on identifying, referring, and supporting students and families who may be at risk of biological, psychological, emotional or social health problems.
Candidates learn how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety. Candidates learn common chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school. Candidates learn effective strategies for encouraging the healthy nutrition of children and youth.

Candidates learn general principles about psychosocial problems in adolescence, the ways adolescents cope with stress and the factors that explain their vulnerability to stress. Candidates learn about the causes of antisocial and externalizing problems and how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety. Also explored are some of the causes of substance use and abuse in adolescence and how can it be treated or prevented and how to make referrals when these diseases are recognizable at school. Candidates learn about the common chronic and communicable diseases of children and adolescents. Candidates learn effective strategies for encouraging the healthy nutrition of children and youth. In their Health and Safety Webliography assignment, candidates identify web-based resources for adolescents’ health and safety, resources in the school and community for at-risk students/families, and resources which address developmentally appropriate teaching/learning strategies for adolescents.

Candidates have knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco and of ways to identify, refer, and support students and their families who may be at risk of physical, psychological, emotional or social health problems.

In EDSC 320, topics include obesity, eating disorders, body image, sex education, growth-related disorders and injuries, sexually transmitted diseases, sleep needs of adolescents, precocious puberty, and menarche/semarche. Content and experiences introduce health factors related to nutrition, obesity, pubertal timing, physical fitness, and mortality of adolescents. Teacher candidates learn symptoms of and interventions for growth-related injuries and illnesses prevalent in adolescence. Specific instruction focuses on recognizing symptoms of depression and risk factors related to suicide. Presentations, discussions, and readings examine profiles of youth violence offenders; readings identify factors of school structure and organization related to a higher incidence of school violence. Activities focus on specific strategies that teachers and parents can use to reduce the risk of violence in schools. Teacher candidates also may complete assignments that address common chronic and communicable diseases of children and adolescents; strategies for encouraging the healthy nutrition of children and youth; and knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco.

In EDSC 440S, candidates are introduced to the major laws and principles that address student health and safety a special interactive seminar on Legal Issues and through a Safe Schools presentation. They also learn district-based procedures on identifying, referring, and supporting students and families who may be at risk of biological, psychological, emotional or social health problems.

Candidates complete infant, child and adult cardiopulmonary resuscitation (CPR) certification that meets the criteria of the American Heart Association or the American Red Cross.

Infant, child and adult cardiopulmonary resuscitation (CPR) certification that meets the criteria of the American Heart Association or the American Red Cross is completed as part of their admission file and must be completed before entry into the Single Subject Credential Program.
Standard 11: Using Technology in the Classroom

Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:

Candidates are familiar with basic principles of operation of computer hardware and software, and implements basic troubleshooting techniques for computer systems and related peripheral devices before accessing the appropriate avenue of technical support.

The Department of Secondary Education requires that students have a level of technology skills and access to appropriate hardware, software, and infrastructure. In prerequisite and credential courses in the Single Subject Credential Program, teacher candidates are expected to:
- Have ongoing reliable access to a computer with Internet connectivity for regular course assignments;
- Use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives and on secondary storage devices;
- Perform basic troubleshooting and access appropriate avenues of technical support, including the University Help Desk.
- Utilize current versions of MS Office (including Word, PowerPoint, Publisher, and Excel) to learn content and communicate with colleagues and faculty;
- Maintain and access three times weekly a student email account;
- Use Internet search and retrieval skills to complete assignments;
- Upgrade his/her skills in educational technology throughout the program;
- Apply his/her educational technology skills to complete program competencies;
- Utilize web-based and software applications as course requirements dictate;
- Utilize TITANium Moodle (previously Blackboard) to access course materials and complete assignments; and
- Create lessons that require K-12 student use of educational technologies to improve achievement.

In addition, candidates demonstrate proficiency in the use of technology in the classroom through the successful complete EDSC 304, Proficiency in Educational Technology for Secondary Teachers, which is a required course in the Single Subject Credential Program.

The overall objective of EDSC 304 is to provide students with the know-how to create pedagogically sound learning units using technology. Through hands-on activities students will develop a comprehensive standards-based unit of study in their content area that promotes the development of 21st century skills. During the course, candidates explore project-based learning; become familiar with National Educational Technology Standards and Performance Indicators for Teachers (NETS*T); become familiar with the position statement on technology for their professional organization; identify content standards, create objectives, and develop curriculum-framing questions for units of study; utilize word-processing, presentation, publication and spreadsheet software to create student samples, assessment rubrics, student support and facilitation tools, visual aids and teacher management tools; utilize web-based collaboration and communication sites to support teaching and learning; incorporate 21st century skills into lesson objectives and activities; reflect on assessment practices; explore and evaluate Internet resources for use in research; examine and discuss copyright laws and Fair Use guidelines as they pertain to education; discuss ways to ensure students use the Internet safely and responsibly; identify ways to
use technology to effectively differentiate instruction and insure equitable access for all students; and
reflect on effective pedagogical practices.

Candidates use appropriate technology to facilitate the teaching and learning process. Candidates are
able to evaluate and select a wide array of technologies for relevance, effectiveness, and alignment
with state-adopted academic content standards, and the value they add to student learning.

Technology-embedded teaching and learning is infused across the credential program. Assignments in
each class require use of these skills. For example, candidates utilize Word Processing and PowerPoint
skills in EDSC 440S; develop technology-embedded instructional and assessment materials in 442 and
449S; and utilize these skills and knowledge to support secondary student learning during their student
teaching experience. Candidates are shown how to select and implement appropriate technological
resources for specific concepts. Emphasis is placed on sequencing activities according to students’ prior
experiences, level of academic achievement, and developmental stage.

All candidates who complete EDSC 304 develop a comprehensive, standards-based unit for their content
area that includes: learning objectives and curriculum-framing questions; an assessment to gauge
students’ needs; a visual aid to support student learning; a teacher lecture presentation; a unit project
with student planning guide, sample, assessment tool, and support tool; a web-based student learning
activity; an assessment plan; and a comprehensive unit plan.

Candidates demonstrate knowledge and understanding of the legal and ethical issues related to the
use of technology, including copyright issues and issues of privacy, security, safety, and acceptable
use. Candidates demonstrate knowledge and understanding of the appropriate use of computer-based
technology for information collection, analysis, and management in the instructional setting.

Candidates are informed of legal and ethical issues related to computer-based teaching and learning,
including acceptable use policies. They are required to complete works cited on EDSC 304 assignments
and are presented with extensive information on copyright issues. They review district acceptable use
policies. They demonstrate their understanding of legal and ethical issues through the development (in
EDSC 304) and implementation (during student teaching) of technology-enriched units of student.

Candidates demonstrate competence in the use of electronic research tools and the ability to assess
the authenticity, reliability, and bias of the data gathered. Candidates analyze best practices and
research on the use of technology to deliver lessons that enhance student learning.

Candidates utilize Internet search and retrieval to develop lessons and class assignments. They evaluate
data for authenticity, reliability and data, paying particular attention to websites that lack credibility.
They learn the difference between directories and web search engines and conduct searches on topics
in their content area.

Candidates integrate technology-related tools into the educational experience and provide equitable
access to available resources to all students. Candidates encourage the use of technology with
students in their research, learning activities, and presentations.

In the development of their digital unit plan, candidates learn to plan “with technology in mind.” The
two to seven lessons within the unit must be tied to California state content standards and include: goals
and objectives, a lesson introduction (anticipatory set, sponge activity, accessing prior knowledge),
lesson body (direct instruction, guided practice, critical-thinking), lesson closure and assessments (entry-level, formative, and summative). All lesson materials, resources, activities and assessments must be attached to or embedded within the digital unit plan for easy access. The unit plan must include appropriate websites for both content and technology tools, and links must be provided to any necessary tutorials. Each lesson must show evidence of pedagogical content knowledge (for activities that do not incorporate technology), technological pedagogical content knowledge (for activities that do incorporate technology), and strategies to support differentiated instruction.

As pre-service teachers progress through the assignment, they must provide rationale for how they selected the instructional strategies and technology tools they use throughout the unit, and they must garner feedback from their peers on the soundness of their technological pedagogical content knowledge in planning.

Importantly, the unit is built and housed in the “cloud.” There are practical benefits to this approach: unit plans are easily accessed by students, easily shared with colleagues, and easily modified. The physical act of embedding technology tools, adding links, inserting images and uploading files makes pre-service teachers aware of when and how they are using technology in each lesson.

Below are two examples of model and three examples of teacher candidate Digital Unit Plans that demonstrate how teachers could or will encourage the use of technology with students in their research, learning activities, and presentations. In particular, teacher candidates create a “Webercise” where their secondary students research and collect information from Websites, a major assignment in which their secondary students complete a group program that includes development of a graphic organizer and group presentation, and a teacher lecture.

Instructor Digital Unit Plan Samples – These two models are provided in EDSC 304 to help teacher candidates see the possibilities in a Digital Unit Plan.

Teacher Candidate Digital Unit Plan Samples - The following sites are examples of Unit Plans created by former EDSC 304 students. These plans include assignments developed for use with secondary students where they will be conducting research, engaging in the content, and delivering group presentations.
- Evolution Unit for Biology [http://arroyosevolutionunit.weebly.com/](http://arroyosevolutionunit.weebly.com/)
- To Kill a Mockingbird Unit on Racial and Cultural Barriers for ELA [http://mockingbirdraceandculture.weebly.com/](http://mockingbirdraceandculture.weebly.com/)

In addition, the Teacher Site that teacher candidates are required to create also demonstrate that candidates are prepared to encourage students to use technology for research and learning activities. Below are four examples of teacher candidate -created Teacher Sites:

Candidate Teacher Site Samples – The following sites were created by former EDSC 304 students. Candidates provide links to useful resources, digital interactives, and address Internet safety issues.
- History with Mr. Snyder [http://historywithmrsnyder.weebly.com/](http://historywithmrsnyder.weebly.com/)
Candidates use computer applications to manipulate and analyze data as a tool for assessing student learning, informing instruction, managing records, and providing feedback to students and their parents.

In EDSC 304, candidates learn basic electronic communication skills, including e-mail, discussion groups, and non-line chats; and develop skills in electronic information retrieval. They also learn how to use data management software (i.e., grade book software programs and Excel). Candidates access course, financial aid, and grade records through TITAN Online and the TITANium Moodle course delivery system.

Candidates are expected to communicate with each other and their instructors through email. The University provides an email address for each candidate. They utilize TITANium Moodle (previously Blackboard) for many of their courses, thus utilizing discussion boards, chat rooms, and group messaging.

Candidates learn to use a variety of technologies to collaborate and communicate with students, colleagues, school support personnel, and families to provide the full range of learners with equitable access to all school and community resources.

To help pre-service teachers select appropriate tools for instruction, we categorize tools into six categories according to purpose: collection, communication, presentation, collaboration, organization and interaction.

- **Tools used for collection**, including search engines such as Bing®, Google®, and Yahoo®, and social bookmarking sites such as Diigo® and Delicious®, are primarily used to search, gather and store information and sources.
- **Tools used for communication**, including blogs such as Edublogs® and Wordpress®, surveys such as Zoomerang® and SurveyMonkey® and audience response systems such as TurningTechnologies® and Quizdom®, are primarily used to facilitate the flow of information between teacher and student.
- **Tools for presentation**, including presentation software such as Powerpoint® and Keynote®, online presentation tools such as Prezi®, Empressr®, Sliderocket®, Glogster®, and SlideShow®, interactive white boards such as Promethean® and Smart Board® and video sharing such as Youtube®, TeacherTube®, and Flickr®, are primarily used by the teacher or student to present new information or share learned knowledge.
- **Tools for collaboration**, including wikis such as Wikispaces®, PBWiki® and Google Sites® and real time document suites such as Google Docs®, are primarily used for collective construction and display of new knowledge.
- **Tools for organization**, including graphic organizers, charts, tables, graphs, and mindmaps such as Microsoft Office®, iWork®, Gliffy®, Popplet®, and Creately® and timelines such as Timetoast® and Dipity®, are primarily used to organize new information in meaningful ways and make connections to prior knowledge.
- **Tools for interaction**, including various educational interactives such as Quizlet®, Pixton®, IBM’s Many Eyes®, and Intel’s Thinking with Technology® tools, are primarily used for critical-thinking, active engagement with content and application of knowledge.

Grouping technology tools by purpose helps pre-service teachers plan with technology in mind. For example, when they learn how to effectively deliver new content, they learn how it can be done through...
various presentation technology tools. As they learn how to design activities to guide student learning, they learn about interactive technology tools that help accomplish this goal. Candidates also review the latest research on educational technology in the classroom and adapt lessons for English learners, special populations, GATE students, and striving readers.

**Standard 12: Preparation to Teach English Learners**

*Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:*

*Candidates learn the purposes, goals, and content of the adopted instructional program for the effective teaching and support of English learners; and candidates understand the local and school organizational structures and resources designed to meet English learner students’ needs.*

In **EDSC 310**, candidates are introduced to state reform documents for middle and high schools, the state Content Standards for all subject matter areas, Common Core State Standards, and the English Language Arts (ELA) content standards for California public schools.

In **EDSC 330**, candidates learn about instructional programs appropriate for English Learners (ELs) with a focus on literacy instruction. Candidates discuss ELA standards applicable to both native speakers of English and English learners who have been re-classified as Fluent English Proficient (FEP).

Through readings and lectures in **EDSC 410**, candidates reflect critically on major issues in teaching English learners across the curriculum and the importance of English language development (ELD). Candidates review the philosophy, design, characteristics, and goals of ELD programs through the use of web-based resources, journal articles, and district/state sites. Both ELD and ELA standards are discussed and compared in depth.

In **EDSC 440S**, candidates attend a seminar presented by district ELD coordinators and other guest speakers on the characteristics and goals of programs designed to meet the linguistic and academic needs of English learners. Candidates also learn about the standardized assessments that take place in school districts and explore their district website for further information on the topic.

*Candidates learn about state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners.*

In EDSC 310, candidates read and discuss the history of education, including legislation, U.S. Office of Civil Rights guidelines for education and bilingual models of education. Furthermore they read and discuss the ethics of teaching.

In EDSC 330, candidates learn about and implement literacy tools and strategies that will support English learners to comprehend, interpret, and utilize discipline-specific content. Specific emphasis is placed on supporting English learners in reading, writing, and oral language.

*Candidates are provided with multiple, systematic opportunities to demonstrate knowledge and application of pedagogical theories, principles, and practices for (a) English Language Development leading to comprehensive literacy in English; and (b) for the development of academic language,*
comprehension and knowledge in the subjects of the curriculum, making grade-appropriate or advanced curriculum content comprehensible to English learners.

In EDSC 310, candidates are introduced to the Department Lesson Plan Format, which includes a section on adapting the instruction to address the needs of English learners. Candidates use this format to guide their 45 hours of classroom observations in two levels of public secondary schools.

In EDSC 330, instructors present and model literacy strategies appropriate for English learners and discuss the assessment of EL literacy in the wider context of literacy assessment. Candidates complete a course assignment regarding how to best provide literacy instruction for English learners.

In EDSC 410, candidates learn about some of the most effective instructional methods for English learners, such as SDAIE (Specially Designed Academic Instruction in English) and the SIOP (Sheltered Instruction Observation Protocol) Model. Candidates complete a case-study investigating issues related to English learners and school programs. This research project provides candidates with an opportunity to connect theories of second language learning and research-based best practices with the lived experiences of an English learner.

In EDSC 440SF, candidates’ fieldwork includes assisting (individually and in small groups) English learners in the classes in which they are preparing to teach. In EDSC 442 candidates are required to design lessons that address the needs of English learners. Candidates also review textbooks and other resources in their content area that address these needs and identify classroom organization practices to support these students.

In EDSC 449E, I, S, candidates are required to design, implement, and evaluate lessons that address the needs of English learners. University supervisors evaluate candidates’ execution of lesson plans twice during the first semester and five to seven times in the second semester. Both master teachers and university supervisors offer suggestions for selecting and/or designing instructional materials and incorporating educational technology to support learning activities for English learners.

Candidates learn how to implement an instructional program that facilitates English language acquisition and development by effectively using materials, methods, and strategies so that students acquire listening, speaking, reading and writing skills in English in order to progress to the grade level reading/language arts program for English speakers.

In EDSC 330, candidates are introduced to English learners’ needs in subject matter literacy. Instructors present strategies for modifying lessons for English learners in subject matter literacy lessons and for adapting instruction of English learners in reading/writing. Candidates apply research and methods in a Subject Matter Lesson Plan Project based on ELA standards, with explicit strategies in reading, writing, and related skills for native speakers of English and English learners.

In EDSC 410, candidates learn a wide variety of instructional strategies to assist English learners in the content area classroom and to further develop their second language literacy. As a culminating activity, candidates create (and teach a segment of) a thematic teaching unit using SDAIE (Specially Designed Academic Instruction in English) or the SIOP (Sheltered Instruction Observation Protocol) Model.
In EDSC 440SF, candidates’ fieldwork includes observation of lessons that support English learners in the content areas. Master teachers and university supervisors offer suggestions for selecting and/or designing instructional strategies to support English learners.

In XXXX 442, candidates are required to design lessons that address the needs of English learners and to review textbooks as well as other resources in their content area that can help meet these needs.

In 449E, I, and S, candidates are required to design, implement, and evaluate lessons that address the needs of English learners. Candidates are evaluated by their university supervisor twice during the first semester and five to seven times in the second semester on their lesson planning and implementation.

Candidates have opportunities to acquire knowledge of linguistic development, first and second language acquisition, and how first language literacy connects to second language development.

In EDSC 330, candidates are introduced to concepts of phonology and morphology related to first and second language literacy. They also discuss theories of second language acquisition and the connection between first and second language literacy skills.

In EDSC 410, candidates learn about current theories of language development and bilingualism through lectures, case studies, videos, class discussions, and student/guest speaker presentations. Candidates utilize their increasing knowledge of these theories as they develop, conduct, and report on their findings of their English learner case study.

Candidates acquire and demonstrate the ability to use initial, formative, and summative assessment information to diagnose students’ language abilities, and to develop lessons that promote students’ access to and achievement in the state-adopted academic content standards.

In EDSC 330, candidates discuss and apply through in-class activities ways to use strategies for English learners and native speakers of English following the ELA standards and Reading and Language Arts Framework. Additionally, candidates explore numerous strategies for working with English Language Learners, learn about the linguistic and diverse learner factors that influence reading comprehension and subject area learning, recognize the cognitive and text-based factors that influence reading comprehension and subject area learning, examine current thinking regarding how students learn a second language, evaluate the importance of cultural and linguistic diversity in schools today, and gain an appreciation for Specially Designed Academic Instruction in English (SDAIE), a common set of strategies used with second language learners.

In EDSC 410, candidates learn how to interpret standards-based test results (e.g., CELDT scores) to determine the most appropriate placement and instructional methods for English learners. Candidates also have ample opportunities to create a variety of reading, writing, speaking, listening and performance assessments to diagnose and monitor progress and also plan activities that are appropriate for each ELD level to promote further development of all four language domains: reading, speaking, listening, and writing.

In EDSC 440S, candidates attend a seminar presented by district ELD coordinators or guest speakers on tests utilized to determine placements, measure progress, and identify GATE English learners.
In EDSC 449S and I, candidates are required to support English learners through appropriate lesson adaptations. Candidates revisit the topic of ELD standards and assessment types to know how to use them in their instructional planning.

**Candidates learn how cognitive, pedagogical, and individual factors affect students’ language acquisition.**

In EDSC 410, candidates examine cognitive, psycholinguistic and sociocultural factors that affect first- and second-language development of English learners. Specifically, candidates participate in a TV project which provides an opportunity for them to actively engage in their own language learning process and examine own misconceptions about the principles of language acquisition. Through this active learning assignment, candidates reflect and provide insights into feelings, and strategies that English language minority student experience and employ daily in classrooms. As such, candidates become more aware of the importance of developing teaching strategies to serve the learning needs of ELs.

**Candidates acquire skills for managing and organizing a classroom with first- and second-language learners.**

In EDSC 410, candidates learn how to apply principles of differentiated instruction in standards-based lessons for students varying levels of English language proficiency. Also different grouping techniques are introduced in EDSC 410 and reinforced in EDSC 440S courses to effectively manage a classroom with diverse language learners.

**Candidates acquire skills to collaborate with specialists and paraprofessionals.**

In EDSC 410, candidates discuss how to utilize the expertise of EL specialists and experienced bilingual paraprofessionals to support student learning in the classroom.

**Candidates learn and understand the importance of students’ family and cultural backgrounds and experiences in planning instruction and supporting student learning. Candidates communicate effectively with parents and families.**

In EDSC 310, candidates learn about children of immigrants and English language learners. In their 45 hours of fieldwork they identify, observe, and reflect on the cultural backgrounds and instructional needs of English learners.

In EDSC 320, readings and discussions examine trends related to diverse family structures, impact of parenting style on adolescent psychosocial development, and contextual variables that place adolescents at risk.

In EDSC 320 and 340, candidates learn about differences and similarities in family structures, traditions, strengths, and challenges with respect to differences in SES, linguistic ability, immigration status, and culture. Through reading, discussion, and classroom activities, candidates become sensitive to cultural beliefs and practices that affect students in the classroom.

In EDSC 410, candidates learn about sociocultural factors that influence instruction and the importance of becoming familiarized with the home culture of their students in order to make appropriate
adaptations (i.e., culturally-responsive educational practices). Candidates address the importance of students’ family and cultural backgrounds and experiences through lectures, videos, in-class discussions, and out-of-class research projects.

In EDSC 440S, teacher candidates learn the importance of school, home, and community partnerships. Candidates learn important elements of this process and how to conduct parent conferences effectively. They develop a repertoire of ways to involve parents (and community members) in the classroom and to develop ongoing communication with parents and families.

In EDSC 449I and S, during their student teaching, candidates are required to conduct parent conferences as necessary to support all students in learning.

Candidates learn how to differentiate instruction based upon their students’ primary language and proficiency levels in English, and considering the students’ culture, level of acculturation, and prior schooling.

In EDSC 410, candidates learn multiple ways of differentiating instruction based upon the students’ proficiency levels as determined by the CELDT (California English Language Development Test) as well as other forms of assessment. In order to align their instruction to English learners’ level of acculturation, candidates learn about the stages of culture shock foreign-born English learners are known to experience as they adapt to American culture. Additionally, candidates learn about the type of schooling Mexican-origin English learners may have experienced before entering the American school system in order to be better equipped to provide them with culturally-responsive instruction.

Intern Program Delivery Model: In preservice, teacher preparation programs provide candidates with a knowledge of and ability to teach English learners, including but not limited to Specially Designed Academic Instruction in English (SDAIE) methodology, language acquisition and English Language Development (ELD).

Interns are encouraged to observe classrooms with English learners during their fieldwork observations and read articles to promote English proficiency in EDSC 310. Furthermore, they are required to complete EDSC 310, EDSC 330 and EDSC 410 as part of their prerequisite coursework. During both semesters in the program, interns have the opportunity to use substitute release time to observe and reflect on how expert teachers in their school support English learners in their classrooms.

Standard 13: Preparation to Teach Special Populations (Students with Special Needs) in the General Education Classroom

Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:

Candidates demonstrate a basic level of knowledge and skills in: a) assessing the learning and language abilities of students in order to identify those needing referral for assessment, identification of disabilities and eligibility for special education, Section 504 services, or gifted and talented education programs; b) providing appropriate differentiated instruction that ensures all students access to the core curriculum; c) selecting and using appropriate instructional materials and technologies, including assistive technologies, to meet the needs of students with special needs in the
general education classroom; and d) identifying when and how to address social integration needs of students with disabilities who are included in the general education classroom.

In **EDSC 310**, Candidates read about the concept of differentiation, including content, process, and products and strategies for differentiated instruction. They also read about the use of assistive technologies. Candidates’ fieldwork includes an emphasis on students with disabilities. In their fieldwork reports, candidates are required to provide factual information on their experiences and observations, including teaching of special populations, accommodations made, and strategies used for special education and gifted and talented students in the general education and GATE, AP, Honors, or IB classrooms they observe. They are also required to provide a brief profile of the students observed (honors, advanced placement, special populations, gender balance, English Language Learners), with observations and reflections as to how the needs of these students are addressed.

In **EDSC 440S**, candidates review the major instructional issues related to students with disabilities in a seminar presented by school district representatives. They review the IDEA and analyze data on high school graduation among students with disabilities. They identify web-based resources to support their adaptation of instruction for students with special needs, and they identify subject-specific strategies for their classroom.

**Candidates develop the basic knowledge, skills, strategies, and strengths-based approach for teaching the full range of students in the general education classroom, including all categories of special populations such as students with disabilities, students on behavior plans, and gifted and talented students.**

In **EDSC 330**, candidates are introduced to the complexity of working with students who are striving readers and writers and those who have special needs. They learn how to support literacy growth in these students by adapting curriculum, instruction, and by incorporating regular formative assessment; by working collaboratively with parents, support providers, the special education teacher, and administrators; To demonstrate an understanding of these concepts, students develop a lesson plan that incorporates strategic literacy components intended to support students with special needs.

In **EDSC 340**, candidates are exposed to special needs populations as a diverse group of students; the course addresses and discusses major categories of disabilities and best practices. During a two-week period, the instructor covers information on the major categories of disabilities and new directions for better serving students with special needs in traditional classrooms through PowerPoint presentations, guest speakers and experts in the field of disability studies, and in-class activities, based on a seminal text, on useful pedagogical strategies.

**Candidates learn about the role of the general education teacher in identifying and teaching students with special needs, as well as relevant state and federal laws pertaining to the education of exceptional populations and the general education teacher’s role and responsibilities in developing and implementing tiered interventions.**

In EDSC 310, students read about and see a video on IDEA and Response to Intervention, including the 10 principles of California’s Response to Instruction & Intervention to become familiar with the three-tiered process of instruction.
In EDSC 340, candidates learn about the general history of IDEA and state and school district policies impacting special needs populations, paying particular attention to how general education classrooms and schooling practices, such as tracking, tend towards exclusivity rather than inclusivity, and teacher ideologies that need to change in order to better serve special needs students.

In EDSC 440S, candidates are required to review their district website to for their programs for special youth services, including how students are assessed and referred to these programs.

Candidates demonstrate skills in creating a positive, inclusive climate of instruction for all students with special needs in the general classroom and demonstrates skill in collaborative planning and instruction with education specialists and other school professionals.

In EDSC 440S, candidates are provided with examples of instructional strategies for use with special needs students. Candidates are encouraged to observe other teachers to see how the needs of special populations are met in the general education classroom. Master Teachers and Mentors offer suggestions for selecting and/or designing instructional materials and technology and model how to use assistive technology.

In addition, a presentation in the first week of the first semester of the program (through EDSC 440S) focuses on special needs students as well as GATE students and programs. Candidates are required to review the GATE program information on their district website.

Master Teachers and Mentors offer suggestions for selecting and/or designing instructional materials and technology for learning activities to meet the needs of gifted and talented students and model as appropriate.

Intern Program Delivery Model: In preservice, teacher preparation programs provide candidates with a knowledge of and ability to teach Special Populations (Students with Special Needs) in the general education classroom.

Interns are encouraged to observe classrooms with students who have special needs during their fieldwork observation in EDSC 310. Furthermore EDSC 310 and EDSC 330 are prerequisite courses for the Interns.

Category D: Supervised Fieldwork in the Program

Standard 14: Learning to Teach through Supervised Fieldwork

The teacher preparation program includes a developmental sequence of carefully-planned, substantive, supervised field experiences in schools selected by the program sponsor. All candidates plan and practice multiple strategies for managing and delivering instruction that were introduced and examined in program and/or prerequisite coursework.

During the supervised fieldwork sequence, all candidates plan and practice multiple strategies for managing and delivering instruction which were introduced and examined in program and/or prerequisite coursework. As part of the sequence, all candidates complete individual assignments and group discussions in which coursework-based strategies are used and reviewed in relation to state-
adopted student academic content standards and curriculum frameworks; students’ needs, interests and accomplishments; and the observed results of the strategies.

Because our program is field-based, candidates have three significant opportunities to observe and teach in a variety of public school classrooms:

- 45 hours in an early field experience (EDSC 310);
- 150 hours of observation and collaborative teaching during the first semester (EDSC 440F and 449E); and
- 300 hours of student teaching during the second semester of the program (EDSC 449).

Fieldwork is closely articulated with specific courses so that program instructors have opportunities to explore fieldwork issues with teacher candidates. The courses associated with fieldwork are as follows:

- EDSC 310 is articulated with the 45-hour early fieldwork experience. Some class discussions focus on fieldwork observations and the Verification of Early Fieldwork Experience and Observation Log is a required assignment for EDSC 310.
- EDSC 440S is articulated with the first semester first four weeks of fieldwork in EDSC 440F. Through online and/or face-to-face discussions, candidates explore issues of classroom management, lesson planning and implementation, assessment, and engaging and supporting all students.
- 442 is articulated with the first semester remaining weeks of fieldwork in 449E. Lesson plans developed in 442 are implemented in 449E. Many 442 class discussions and assignments in are aligned with fieldwork responsibilities.
- 449S is articulated with the second semester of fieldwork in 449I. Lesson plans required for implementation in 449I fieldwork are submitted to the 449S instructor on Mondays (in advance of implementation) and most 449S class discussions and assignments are aligned with fieldwork responsibilities.

The teacher candidate is responsible for regular attendance and punctuality in the fieldwork assignment. Excessive absences may result in recommendation for Program removal. Candidates are expected to dress professionally and we have an Academic Attire requirement:

**Teacher Candidate Academic Attire Policy**

When on school sites and at the district offices, teacher candidates should be attired in academic dress. This includes nice pants and shirt with collar for men and a nice pant outfit or dress for women. Skirts should be a reasonable length and clothing should not be revealing. When on the playing fields, teacher candidates should be attired in appropriate dress for the sport or physical education activity in which they are engaged. This includes appropriate shorts or sweats and a T-shirt, polo shirt, or sweatshirt with the school name and/or logo. Appropriate footwear should also be worn.

Candidates are gradually inducted into their responsibilities as teachers and participate in a short teaching experience in their first semester in the program. During the second semester of the program, candidates assume full responsibility for three classes. Usually, two classes are of one preparation, with the third class providing contrast with respect to student age and/or ability. Candidates assume responsibility for these classes on the first day of the public school semester and continue for 15 weeks.
During this period, teacher candidates assume all curriculum, instructional, and administrative demands of the classroom. They also identify a planning and conference period, attend departmental meetings, school in-service days, and perform additional duties as required. The experience ends with the end of the University schedule.

Throughout the program, teacher candidates identify and address appropriate state-adopted content standards and curriculum frameworks. Through discussion and collaboration in class and with their master teacher or mentor teacher, they become increasingly adept at identifying ways to assess students’ needs, interests and accomplishments; and improve their reflections on the implementation of instructional strategies and assessments. Opportunities to do this occur during their fieldwork (EDSC 449I) and in the teaching seminar (EDSC 449S) as candidates develop weekly lesson plans, make revisions to their instructional plans, and discuss revisions and improvements with classmates and their university supervisor.

In order to insure that candidates become adept at planning, the program has a solid Lesson Plan Policy, which is shared with candidates, Master Teachers, and University Supervisors.

**Lesson Plan Policy**

Below are the minimal requirements for lesson plan preparation during the first semester of the program.

- **Submission of Lesson Plans in First Semester:** To demonstrate understanding of appropriate format, objectives, standards, instructional activities, and assessments, teacher candidates are required to submit lesson plans as part of the assignments for their first semester courses. These plans may be for teaching during the first or second semester of the program. Candidates are required to demonstrate proficiency in daily and unit lesson planning before they may continue to the full induction semester.

- **Submission of Lesson Plans in Second Semester:** In order to meet SB2042 requirements, second semester teacher candidates are required to submit lesson plans in advance of their teaching. Teacher candidates are required to submit weekly detailed lesson plans to the 449S seminar instructor and their Master Teachers by 8:00 am on the Monday of the week of instruction.

- **Use of a Lesson Plan when Teaching:** Teacher candidates are NOT ALLOWED to teach without a formal, written lesson plan. Plans may be initiated by the Master Teacher or the Candidate, but must include all required elements of the Department of Secondary Education Lesson Plan Format, which includes identification of California content standards, instructional objectives, teacher and student activities, and assessment of student learning. The teacher candidate must provide the University Supervisor a copy of the lesson plan at least 24 hours in advance of the scheduled observation of classroom practice.

Candidates learn how to develop a lesson in both the general pedagogy course (EDSC 440S), where they utilize the **EDSC Lesson Plan Format**, and through the subject-specific methods course (442), where they
may utilize a subject-specific lesson plan format. In this way, candidates learn multiple ways to plan and deliver a lesson.

The EDSC Lesson Plan Format includes identification of co-teaching strategies; instructional strategies (including direct instruction, interactive instruction, indirect instruction, independent study, and experiential learning); behavioral objectives; state-adopted content, ELL, and Common Core standards; lesson introduction, body, and closure (including what the teacher and students will be doing); adaptations; and student assessment. Candidates are encouraged to incorporate reading and writing development strategies throughout their lesson as well as identify adaptations for specific learners. The **EDSC Lesson Plan Rubric** is used to assess lesson plans in EDSC 440S.

**Qualified members of the teacher preparation program determine and document the satisfactory qualifications and developmental readiness of each candidate prior to (a) being given instructional responsibilities with K-12 students, and (b) being given daily whole-class instructional responsibilities in a K-12 school. In addition, each candidate must demonstrate a fundamental ability to teach in the major domains of the Teaching Performance Expectations.**

The structured sequence of supervised fieldwork includes a formal process for determining the readiness of each teacher candidate for advancement to daily responsibility for whole-class instruction in the program. Prior to or during the program, each candidate observes, discusses, reflects on and participates in important aspects of teaching, and teaches individual students and groups of students before being given daily responsibility for whole-class instruction. Prior to or during the program each candidate observes and participates in two or more K-12 classrooms.

Fieldwork components of the Single Subject Credential Program at California State University, Fullerton are designed to give students maximum opportunities to relate theory and practice and to prepare them for daily teaching responsibilities. Coursework on campus is coordinated with fieldwork in cooperating schools. The institution collaborates with participating districts to assess each candidate's readiness to assume full-time teaching responsibilities. This assessment includes evaluation of the candidate's previous field experiences, first semester teaching, and performance in all aspects of the credential program. Both prerequisite coursework and First Semester requirements include activities that relate to the candidates' professional goals, provide opportunities to interrelate theories and practices, and prepare candidates for daily teaching responsibilities. Interns must receive approval from the Subject Area Coordinator prior to their entrance in the program.

Successful completion of EDSC 310, is a prerequisite to the program. Forty-five hours of observation/participation in culturally diverse public school classrooms is a primary component of the course; this field experience is complimented by a weekly two-hour seminar. The early field experience allows candidates to explore their interest in the teaching field as well as exposes candidates to classrooms both in and outside of the subject matter area and at two different levels.

These early field experiences are based on collaborative decisions between the institution, local school administrators and teachers in the selection of excellent training schools and supervising teachers.

Fieldwork relates to candidates' immediate professional goal of obtaining the Single Subject Credential. Additionally, Subject Area Coordinators seek to place candidates in settings that relate to their interests and the skills candidates may seek to develop. For example, interested candidates may be placed in
SDAIE subject matter courses or ELD courses. They may also request both or either a junior high and high school experience.

The first semester of the program is designed to provide orientation and gradual induction into student teaching. For four weeks, candidates are required to observe three classes each day. They also complete a series of discussion forums guided by a series of explorations that orient the candidate to secondary school systems through examination of teaching both in and outside of their teaching fields. Questions address issues of lesson planning, implementation, and evaluation; classroom management, student discipline, understanding the special needs of students; and support services available to teachers and students. The coursework in the program is designed to follow the sequence of experiences the candidates are having in their fieldwork. In the first semester of the program, candidates are required to identify both short and long-term personal and professional goals. They are asked to consider joining professional organizations as well as to get involved in extracurricular activities at their school sites.

Candidates are gradually inducted into the role of the teacher over the course of the semester. They begin by observing the students and teacher of their classes, becoming familiar with the particular characteristics of students and observing excellent teaching in practice. The next step is to begin dealing with administrative issues (taking role, grading and recording assignments) and working with students individually and in small groups. This allows them to get to know their students and feel comfortable with district and school policies. Over the next weeks, candidates become progressively more involved in instruction. Early activities may include working with groups, assisting with seatwork, tutoring individual students, supervising the entire class for short periods of time, and preparing and teaching a segment of a lesson. As the semester continues, candidates begin to teach small portions of the lessons and eventually graduate to teaching weekly in each of their assigned classes. During the last weeks, candidates take on additional teaching responsibilities through collaborative teaching with their Master Teachers. They are also on campus 15 hours weekly.

This model of gradual induction is included on the Master Teacher Brochure and teacher candidate Brochure as follows:

<table>
<thead>
<tr>
<th>TABLE 4: First Semester Schedule of Gradual Induction</th>
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<tbody>
<tr>
<td>August-September or January-February</td>
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<tr>
<td>COMPLETE PROGRAM ORIENTATION/TPA SSP</td>
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</tbody>
</table>
Report to school assignment.

- Meet with school personnel.
- Meet with Master Teachers to further articulate responsibilities.
- Introduce themselves to school administrators and staff.

**October or March**

Observe effective teaching in three periods Monday—Thursday.

Learn students’ names of the three classes.

**OBSERVE EFFECTIVE TEACHING (EDSC 440F)**

Gain access to lesson plans, unit plans, and other instructional organization instruments.

- Examine the form and content of lesson plans.
- Identify and review specialized software.
- Identify and review assessments and evaluation instruments.

Score assessments for three periods of observations.

Visit classrooms outside content area.
Gradually become involved with instruction.

- Participate in collaborative teaching.
- Assist during guided and individual practice.
- Prepare and teach small class segments or entire period.

**November-December or April-May**

Develop lesson plans for Master Teacher review.

Introduce substantive units or parts of units.

Gradually become involved with the management of the classroom.

**BECOME INVOLVED IN INSTRUCTION (449E)/TPA DI**

Gradually become involved in student assessment.

Develop, administer, and assess quizzes, tests, and projects.

Develop grading rubrics.

Be observed and evaluated by University Supervisor and Master Teachers.

Prepare for and complete TPA Task 2.

Prepare for Second Semester.
Review evaluations to consider ways to improve teaching performance during the second semester of the program.

Debrief with Master Teachers and create an outline for the 15 weeks of the following semester.

Locate instructional resources.

Make arrangements for second semester in terms of space, keys, responsibilities, and needs.

By design, this supervised fieldwork sequence (a) extends candidates’ understanding of major ideas and emphases developed in program and/or prerequisite coursework; (b) contributes to candidates’ meeting the Teaching Performance Expectations, and (c) contributes to candidates’ preparation for the teaching performance assessment. Candidates have extensive opportunities to observe, acquire and use appropriate pedagogical knowledge, skills, and abilities.

In the first semester of coursework and fieldwork, candidates are gradually inducted into the teaching profession. Table 5: Key Features of the First Semester identifies specific fieldwork, teaching responsibilities, coursework, TPA activities, and candidate evaluation components for the first semester. This information is also provided in the Master Teacher Brochure.

<table>
<thead>
<tr>
<th>Table 5: Key Features of the First Semester</th>
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</thead>
<tbody>
<tr>
<td>FIELDWORK AND GRADUAL INDUCTION OF RESPONSIBILITIES</td>
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<tr>
<td>• The FIRST SEMESTER OF GRADUAL INDUCTION (above) provides a timeline for how the teacher candidate will gradually assume responsibilities for their classes.</td>
</tr>
<tr>
<td>• Candidates will be in their fieldwork placement from October 1 or March 1 through the last week of instruction at Cal State Fullerton (approximately December or May 15).</td>
</tr>
<tr>
<td>• The first month of fieldwork focuses on OBSERVING EFFECTIVE TEACHING. Candidates will observe three periods daily and be on campus additional time as needed for conferring with their Master Teacher.</td>
</tr>
<tr>
<td>COURSEWORK</td>
</tr>
<tr>
<td>• In addition to fieldwork, candidates complete:</td>
</tr>
<tr>
<td>• A general pedagogy course that focuses on lesson planning, assessment planning, and the classroom environment;</td>
</tr>
</tbody>
</table>
• A subject-specific methods course; and
• A course on supporting English Language Learners.

TEACHING LESSONS
• Beginning November 1 or April 1, candidates should become involved in instruction and develop skills in planning, implementing, and reflecting on instruction, assessment, and classroom management.
• When candidates teach a full lesson, they must use a FORMAL LESSON PLAN and make this plan available for your review prior to the beginning of the lesson.
• When candidates teach a full lesson, they are required to INTRODUCE THE LESSON OBJECTIVES both verbally and on the board. They are also required to provide verbal closure to the lesson.
• Although you are not required to conduct formal observations, REGULAR VERBAL AND/OR WRITTEN FEEDBACK is very helpful.
• Candidates will be OBSERVED BY UNIVERSITY SUPERVISORS twice during November-December or April-May.

TEACHING PERFORMANCE ASSESSMENT (TPA)
• TPA Tasks 1 (SSP) and 2 (DI) will be completed during the first semester.
• In order to meet TPA requirements, the candidate must be in classrooms with access to:
  • Three different designated ENGLISH LANGUAGE LEARNERS.
  • Three different STUDENTS WITH DESIGNATED SPECIAL NEEDS.

EVALUATION OF CANDIDATE PERFORMANCE
• Master Teachers are required to complete the following evaluations:
  • MT Verification of Assignment (due October 30/March 30).
  • TPE Level of Proficiency: First Semester (due Dec 15/May 15).
• Formal evaluations must be completed via our ONLINE EVALUATION SYSTEM. Access this system at coeapps.fullerton.edu/edscassess/. To complete the evaluation, the MT will need the Candidate’s name, CWID (campus wide identification number) and email address. A helpful tutorial podcast on this system is also available at this site.

Through the second semester of supervised fieldwork, subject-specific teaching seminar, and TPA seminar, candidates extends their understanding of major ideas and emphases developed in program and/or prerequisite coursework and continue to expand their proficiency in the Teaching Performance Expectations. University supervisors observe candidate teaching at least five times during the semester, and observations are documented on the Assessments of Classroom Practice, which includes identification of specific TPEs that need additional consideration. Candidates also are readied for and assigned two CalTPA tasks—Assessing Student Learning and Culminating Teaching Experience. Candidates are also encouraged to co-teach with their Master Teachers, thus expanding their exposure to and practice of appropriate pedagogical knowledge, skills, and abilities. Table 6: Key Features of the Second Semester identifies specific fieldwork, teaching responsibilities, coursework, TPA activities, and
candidate evaluation components for the second semester. This information is also provided in the Master Teacher Brochure.

### Table 6: Key Features of the Second Semester

| FIELDWORK AND TEACHING RESPONSIBILITIES | • The teacher candidate is RESPONSIBLE FOR THREE PERIODS OF TEACHING AND ONE CONFERENCE/PLANNING PERIOD, MONDAY-FRIDAY, for the 15 WEEKS of the University semester. If the school is on a block schedule, please contact the Subject Area Coordinator.  
• The teacher candidate will be OBSERVED REGULARLY BY A UNIVERSITY SUPERVISOR, who will also meet with the Master Teacher. |
| COURSEWORK | • In addition to fieldwork, Candidates complete a subject-specific seminar on issues related to teaching and the Teaching Performance Assessment seminar. |
| TEACHING PERFORMANCE ASSESSMENT | • Candidates complete TPA Tasks 3 (AL) and 4 (CTE).  
• In order to meet Teaching Performance Assessment requirements, the teacher candidate will need to videotape his/her teaching. |
| EVALUATION OF CANDIDATE PERFORMANCE | • The teacher candidate will BE EVALUATED BY THE MASTER TEACHER AND THE SUPERVISOR AT WEEKS 8 AND 15 (corresponding to the CSU Fullerton semester). Evaluations must be completed online at http://coeapps.fullerton.edu/edscassess/ as follows:  
• TPE Level of Proficiency: Student Teacher Midterm Evaluation (due October 15/March 15)  
• TPE Level of Proficiency: Student Teacher Final Evaluation (due Dec 15/May 15)  
• Problems with instruction, assessment, and/or classroom management should be REPORTED PROMPTLY to the Supervisor so that an intervention plan may be established. |

As part of the sequence, all candidates complete individual assignments and group discussions in which coursework-based strategies are used and reviewed in relation to (a) state-adopted student academic content standards and curriculum frameworks; (b) students’ needs, interests and accomplishments; and (c) the observed results of the strategies.

Throughout the program, candidates identify and address appropriate state-adopted content standards and curriculum frameworks. Through discussion and collaboration in class and with their master teacher or mentor teacher, they become increasingly adept at identifying ways to assess students’ needs, interests and accomplishments; and improve their reflections on the implementation of instructional strategies. Opportunities to do this occur during student teaching (EDSC 449I) and in the subject-specific teaching seminar (EDSC 449S) as candidates develop weekly lesson plans, make revisions to their instructional plans, and discuss revisions and improvements with classmates and their University Supervisor.
During the supervised fieldwork sequence, program sponsors ensure that candidates have extensive opportunities to observe, acquire and utilize important pedagogical knowledge, skills and abilities, including those defined in the Teaching Performance Expectations.

**The structured sequence of supervised fieldwork includes a formal process for determining the readiness of each candidate for advancement to daily responsibility for whole-class instruction in the program.** Prior to or during the program, each candidate observes, discusses, reflects on and participates in important aspects of teaching, and teaches individual students and groups of students before being given daily responsibility for whole-class instruction. Prior to or during the program each candidate observes and participates in two or more K-12 classrooms, including classrooms in hard-to-staff and/or underperforming schools. Prior to assuming daily responsibility for whole-class instruction, each candidate must have satisfied the basic skills and subject matter requirements.

Admission to the Single Subject Credential Program is contingent upon candidates’ meeting basic skills and demonstrating subject matter competency by completing a subject matter program or taking the required CSETs. Subject Area Coordinators are responsible for making sure candidates have satisfied these requirements.

Candidates are gradually inducted into the role of the teacher over the course of the first semester. They begin by observing the students and teacher of their classes, becoming familiar with the particular characteristics of students and observing excellent teaching in practice. The next step is to begin dealing with administrative issues (taking role, grading and recording assignments) and working with students individually and in small groups. This allows them to get to know their students and feel comfortable with district and school policies. Over the next five weeks, the candidates become progressively more involved in instruction. Early activities may include working with groups, assisting with seatwork, tutoring individual students, supervising the entire class for short periods of time, and preparing and teaching a segment of a lesson. As the semester continues, candidates begin to teach small portions of the lessons and eventually graduate to teaching weekly in each of their assigned classes. During the last eight weeks, candidates take on additional teaching responsibilities through collaborative teaching with their Master Teachers. They are also on the school campus 15 hours weekly.

A schedule of gradual induction is followed to ensure that all candidates participate in activities that will prepare them for student teaching. There are two major ways of assessing candidate readiness: (1) Candidates’ teaching experiences are formally evaluated twice in weeks 10-15 of the first semester. These **Assessments of Classroom Practice** focus on classroom lessons presented by the candidates and are conducted by University Supervisors in candidates’ subject matter area. (2) At the end of the semester, a formal evaluation of the candidate is made by the University Supervisor and Master Teachers via the **TPE Level Proficiency: First Semester Evaluation**. These evaluations are maintained in our online evaluation system and successful ratings on the TPEs are required for continuance in the program.

The Assessment of Classroom Practice requires the Supervisor to assess multiple components of lesson implementation and link them to the TPEs, including the lesson plan itself, lesson introduction, body of lesson, lesson closure, adaptations, assessment of student learning, classroom learning environment, and teacher professionalism. Supervisors are also asked to review and comment on co-teaching strategies utilized. They also comment on what was reviewed during the post-observation conference, then summarize the candidate’s performance and identify goals for improving practice. A minimum of
two assessments are conducted during the last five weeks of the first semester and at least four assessments are conducted during the second semester. The Supervisor then uploads the assessment to the online evaluation system, which then becomes available to the candidate and the Subject Area Coordinator.

**During the supervised field experience, each candidate is supervised in daily teaching for a minimum of one K-12 grading period, including in a full-day teaching assignment of at least two weeks, commensurate with the authorization of the recommended credential. As part of this experience, or in a different setting if necessary, each candidate teaches in public schools, experiences all phases of a school year on-site and has significant experiences teaching English learners.**

During the second semester of supervised field experience, candidates are assigned three periods of teaching as well as a conference and planning period. This allows them to experience the equivalent of a full-day of teaching in public schools. As documented on the Verification of Assignment and MT Qualifications (http://www.sscphandbook.org/verification-of-fieldwork-assignment.html), candidates are required to have a significant number of English learners in their assigned classes. Through the first and second semester fieldwork experiences, candidates experience all phases of the school year. Some candidates begin with the spring semester and end with the fall semester; others begin with the fall and end with the spring.

**Prior to or during the program each Single Subject teaching credential candidate observes and/or participates in two or more subject-specific teaching assignments that differ in content and/or level of advancement.**

Because our program is field-based, candidates have multiple opportunities to observe and teach in a variety of public school classrooms: 45 hours in an early field experience (EDSC 310); 150 hours of observation and collaborative teaching during the first semester (60 hours in EDSC 440S and 90 hours in 449E); and 300 hours of student teaching in 449I during the second semester of the program. Their early fieldwork assignment requires that they observe in both middle and high schools; their student teacher experiences require that they teach three periods that differ in content and/or level of advancement.

**Intern Program Delivery Model: The teacher preparation program collaborates with the employing district in designing (a) structured guidance and regular site-based support and supervision and (b) a structured sequence of supervised fieldwork that includes planned observations, consultations, reflections, and individual and small-group teaching opportunities.**

Before assuming Intern teaching responsibilities, each candidate in the program has one or more verified experiences that (a) relate to candidate’s professional goals, and (b) prepare the candidate for intern teaching responsibilities. Interns are expected to complete the same experiences as candidates.

Principals work with interns in identifying a mentor. The University provides mentor training, resources, such as the text, *Being an Effective Mentor: How to Help Beginning Teachers Succeed,* and substitute release time to meet with the intern. Mentors provide a minimum of 20 hours of on-going support that includes observations and conferences/consultations and reflection throughout each semester. Substitute-release time provides for the Intern to engage in individual or small group teaching.
Supervision in the form of two visits during the first ten weeks of the semester takes place; the first is a consultation with intern and mentor, the second is a planned observation and reflective conference. Substitute release time is also provided to interns to observe students in settings and grade levels different than their own.

The Interns receive systematic support, guidance, and feedback from both the participating school districts and from University by subject matter faculty, the University Supervisor and Mentor.

Intern teachers continue to have university classes and University Supervisors making visits to give input on unit and lessons plans, observe lesson delivery and to offer feedback throughout the program. During the second semester, the University supervisor visits four times. The University Supervisor communicates with the Mentor on the progress of the Intern. This offers a great deal of support to the new teacher and helps to develop the habit of professional reflection about one’s own teaching. Intern teachers also continue to be enrolled in their credential course work at the University each semester. EDSC 440S meets has a cohort of first semester of Interns and the Seminar class meets by subject area cohorts with the Interns. In this way, interns are meeting on a regular basis with peers in similar teaching situations both semesters to discuss issues, successes, and concerns in a professional setting. In addition, course work both semesters is integrated and correlated with the Interns teaching assignments.

Working with an experienced professional can be among the most helpful of all induction experiences for a new teacher. One-on-one guidance and assistance are provided for interns by a designated support provider called a Mentor. Although many experienced teachers at a given site are often willing to help new teachers, designation of a special qualified and program rewarded teacher to answer the new teacher’s questions and deal with their concerns on an on-going basis is an important aspect of this program. An on-site peer Mentor is assigned by the school district as part of the District’s agreement with the University. This person will be responsible for providing on-going support. All Interns complete an Intern Individual Professional Development Plan early in each semester with their Mentor. Also, each semester, the Mentor submits to the Intern Director a Mentor Activity and Substitute Log of the activities for the semester prior to payment of the stipend to the Mentor.

Three substitute release days are scheduled by the Intern to include the following: conducting lessons with University supervisor present, holding in-depth conferences with the University supervisor, observing in the classrooms of experienced teachers, or scheduling time (day/s) for the Mentor to spend in the Intern’s classroom. The opportunity to observe an experienced teacher is an important part of this support service. Interns do not have the background of spending extended time in a master teacher’s classroom that regularly credentialed teachers have. Surveys of former Interns in our other credential programs reveal that they highly value the opportunity to observe experts, especially in like grades and subject assignments. First and with a focus on English learners and students with special needs. Second-second semester interns also are provided with released time to observe experienced teachers implement classroom lessons. The Intern Program provides funding to districts for substitute coverage when an intern participates this activity.

The teacher preparation program in collaboration with the school district ensure that all interns participate in structured and guided observations or participates in instruction of students in settings and grade levels different from their regular assignment.
Intern candidates observe classes at their school site that are different than their own content area. These may include, but are not limited to other content areas as well as resource rooms and classrooms/teachers of students with special needs outside of those mainstreamed into general education classes. Substitute release time is provided for this purpose.

**Standard 15: Qualifications of Individuals who Provide School Site Support**

_Sponsors of programs define the qualifications of individuals who provide school site support. These qualifications include, but are not limited to a minimum of the appropriate credential (including EL authorization) and three or more years of teaching experience in California._

At the beginning of the first semester, Master and Mentor Teachers verify their qualifications by completing the Verification of Assignment and Master Teacher Qualifications (http://www.sscphandbook.org/verification-of-fieldwork-assignment.html). This form documents that the Master/Mentor Teacher(s) of the Student Teacher/Intern meet(s) have the appropriate credential, EL authorization, and a minimum of three years teaching experience in California schools. A separate form is completed for each Master/Mentor Teacher and is uploaded to the online evaluation system.

Master/Mentor Teacher qualifications are as follows:

- **Teaching Experience Requirement**
  - three or more years of teaching experience in California

- **Subject Matter Competencies**
  - Is highly qualified and experienced in subject matter area of candidate
  - Is competent in teaching to the State and District Content and Performance standards in subject matter area of candidate
  - Is aware of current curricular trends and issues
  - Is competent in a variety of teaching strategies
  - Is competent in addressing the needs of English Learners, special populations, and various levels of reading ability
  - Incorporates traditional and alternative forms of assessment

- **Classroom Management Competencies**
  - Is effective in managing his/her classroom and addressing student discipline problems
  - Is able to create and maintain a positive environment for learning

- **Teacher candidate Support Competencies**
  - Shows enthusiasm for working with teacher candidates
  - Is able to analyze elements necessary for successful teaching
  - Is able to coach and advise teacher candidates in helping them develop successful practices
  - Will provide the time necessary for supervision, support, and guidance
  - Will work cooperatively with the University Supervisor in resolving problems and in contributing to the success of the teacher candidate
  - Is familiar with CSUF Single Subject Credential Program requirements
  - Is familiar with the Teaching Performance Expectations

University Supervisor Qualifications are:

- Public secondary school teaching experience
- Ability to use technology (email, TITANium CMS, and SSCP Online Evaluation System) to effectively communicate with candidates, Mentor Teachers, and program faculty and staff;
share lesson plan and classroom observation documents; and submit candidate evaluations (including support MT evaluation submissions)

- Committed to ongoing professional development to maintain currency in the field
- Knowledge of CSUF Single Subject Credential Program requirements
- Graduate coursework and/or expertise in discipline and curriculum and instruction
- Experience in diverse school settings
- Knowledge of CCTC Teaching Performance Expectations
- Knowledge of CA content and Common Core State Standards
- Experience supporting teacher candidates and/or new teachers (preferred)

**Sponsors of programs provide ongoing professional development for supervisors that include the Teaching Performance Expectations (TPEs) and information about responsibilities, rights, and expectations pertaining to candidates and supervisors. Individuals selected to provide professional development to supervising teachers (a) are experienced and effective in supervising credential candidates; (b) know and understand current educational theory and practice, the sponsors’ expectations for supervising teachers, state-adopted academic content standards and frameworks, and the developmental stages of learning-to-teach; (c) model collegial supervisory practices that foster success among credential candidates; and (d) promote reflective practice.**

Individuals supervising student teachers meet with Subject Area Coordinators to review qualifications, receive training on Teaching Performance Expectations, if needed, and discuss promotion of reflective practice.

Professional development for Supervisors is on-going. Each semester, training is held to keep Supervisors abreast of the changes in our Program and changes in the field. Past training included supervisory practices that foster success and promote reflective practice as well as utilization of the online evaluation system. The Spring 2013 training included: Assessment of Classroom Practice linking lesson planning, lesson delivery and TPEs; review of Supervisor responsibilities to clarify expectations for supervising student teachers; Common Core State Standards, and Co-Teaching Strategies.

**Each teacher who supervises a candidate during a period of daily whole-class instruction is well-informed about (a) performance expectations for the candidate’s teaching and pertaining to his/her supervision of the candidate, and (b) procedures to follow when the candidate encounters problems in teaching.**

The CSUF Single Subject Credential Program provides support for Master Teachers and Mentors in four major ways:

- **SSCP Program Brochure** – Master Teachers receive a brochure on our program feature. It is hand-delivered by candidates to their Master Teachers on the first day of the first semester fieldwork assignment. Stapled to the brochure is the business card of the Subject Area Coordinator and/or University Supervisor. On the back of the brochure is a space for the candidate to provide name, contact information, and student number (necessary for the online evaluation system). The MT Brochure includes fieldwork start and end dates, key features of the first semester, gradual induction calendar, key features of second semester, how to support teacher candidates, and suggestions for success.

- **Master Teacher Orientation (MTO)** - Master Teachers of first semester candidates are invited to attend a Master Teacher Orientation during October (fall semester start) or March (spring
semester start). They return a form that provides information about themselves as well as the date of orientation they plan to attend. During the MTO, Master Teachers review the Teaching Performance Expectations, the California Teaching Performance Assessment (CalTPA), program policies and requirements, effective communication strategies, collaborative teaching strategies, and the model of clinical supervision. Orientations are presented by the PDC Instructors at various districts where our candidates are placed.

- **Master Teacher Orientation Packet** – All Master Teachers are provided with print and electronic resources. These are distributed during MTOs and by hand-delivered by teacher candidates to Master Teachers who cannot attend. Those unable to attend may view a narrated version of the MTO presentation.

- **Communications with Master Teachers** – There are many avenues of communication between Master Teachers and Credential Program faculty and staff.
  o PDC Instructors communicate electronically and formally with Master Teachers at least twice during the first month of fieldwork. The first communication is to check in and address questions about CSUF program requirements; the second is to confirm that the candidate is ready to begin formal observations by the University Supervisor and address any final program questions.
  o University Supervisors communicate regularly with Master Teachers throughout the remainder of the first semester and through the second semester of the program. Supervisors meet face-to-face with Master Teachers during visits for observations of candidate teaching and are also available for conferencing with the candidate.
  o The Subject Area Coordinator and Single Subject Credential Program Director are also available to confer with Master Teachers as needed.

Program sponsors in collaboration with cooperating administrators provide opportunities for each candidate to work in diverse placements with English learners, students with special needs, students from low socioeconomic backgrounds, and hard to staff schools.

The [Verification of Assignment and Master Teacher Qualifications](http://www.sscphandbook.org/verification-of-fieldwork-assignment.html) documents that assignments are made in schools that meet the following criteria: (1) 25% of students in assigned classes are of an ethnic, cultural, and/or socioeconomic background different from that of the student teacher; (2) a significant number of students are English Learners and/or special populations, and of varied reading ability; and (3) State-adopted academic core curriculum is effectively implemented at this school site. To insure this criteria is met, candidates are only allowed to student teach in accredited public schools. Deadline for submitting this form is early in the fieldwork assignment in the first semester. Forms are reviewed by PDC Instructors and candidates are removed from any placement that does not meet all requirements. District placement coordinators are also very helpful in securing only placements that meet these requirements.

Further, we do not allow candidates to Intern or otherwise complete program requirements in schools that have been placed on probation or taken over by the State of California.

**Intern Program Delivery Model:** Program sponsors and the participating district collaborate in the selection of individuals who provide school site support and the placement of interns in teaching positions. Program sponsors and employing school districts ensure sites/teaching assignment for intern placement that will enable candidates to meet the program requirements. Each intern receives
support from one or more mentor teacher(s) who are assigned to the same school, at least one of whom is experienced in the curricular area(s) of the intern’s assignment.

Principals help interns find a mentor who meets the following requirements: is located at the same school site, if possible; an experienced teacher (at least 3 years of experience); a similar teaching assignment if possible, subject matter competencies, classroom management competencies and teacher candidate support competencies. Interns are regularly placed in low-performing and hard-to-staff schools and often have assignments with English learners.

CSU Fullerton Interns complete all of the requirements of a regular student teacher at the University. The Intern Director coordinates with districts and monitors the placement of interns to make sure that they are placed in appropriate beginning teacher assignments and have the necessary support, materials, and supplies. Intern teachers receive full salary and benefits relative to their teaching assignment, comparable to non-intern teachers employed by the same district, as indicated by appropriate placement on the district’s negotiated certificated agreement. Intern assignments may be for part-time or full-time contracts. In addition, district and site administrators must limit the amount of extra duties assigned to interns. Mentors who provide support must meet the same guidelines as master teachers. All intern assignments are in the public schools.

Category E: Teaching Performance Expectations and the Teaching Performance Assessment

Standard 16: Learning, Applying, and Reflecting on the Teaching Performance Expectations

The planned curriculum of coursework and fieldwork embeds multiple opportunities for candidates to learn, apply, and reflect on each Teaching Performance Expectation (TPE).

Prospective candidates learn about the Teacher Performance Assessment (TPA) requirement as part of their coursework in EDSC 310. Once admitted to the program, a copy of the Single Subject Credential Program Transitions Points document is reviewed with candidates during Pre-Orientation, which is held several weeks before starting the program. Each candidate is asked to sign the New Candidate Checklist acknowledging the receipt and understanding of program expectations and assessments. During EDSC 440S, candidates complete an online quiz on the Teaching Performance Expectations.

Candidates are evaluated by Master Teachers and University Supervisors on their proficiency level on the Teaching Performance Expectations three times during the program: at the end of first semester, midpoint of student teaching, and end of student teaching. Evaluations are submitted via the program online assessment system, and candidates are emailed a copy of their evaluations as soon as they have been submitted.

The planned curriculum of coursework and fieldwork embeds multiple opportunities for candidates to learn, apply and reflect on each Teaching Performance Expectation (TPE). Table 7: Matrix of TPEs and Coursework identifies where TPEs are included in course content. Further detail is provided in Appendix 3: SSCP Matrix of Coursework, TPEs, Candidate Dispositions, and Student Outcomes.
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As each candidate progresses through the program of sequenced coursework and supervised fieldwork, clearly defined pedagogical assignments within the program are increasingly complex and challenging. The candidate is appropriately coached and assisted so he/she can satisfactorily complete these assignments. The scope of the pedagogical assignments (a) addresses the TPEs as they apply to the subjects to be authorized by the credential, and (b) prepares the candidate for the teaching performance assessment (TPA).

As each candidate progresses through the program of sequenced coursework and supervised fieldwork, standards-based, pedagogical assignments organized around the Teaching Performance Expectations are built into the program. These assignments prepare Candidates to complete their TPA. For example,
in EDSC 440S, candidates review text material, and participate in lectures as well as group work. They are first asked to prepare a standards-based group lesson, including adaptations for English Learners and students with identified special needs. The Teaching Performance Expectations are integrated within the assignments. After receiving formative feedback, candidates are asked to develop an individual, standards-based lesson. These assignments help teacher candidates acquire the content to complete the TPA Subject Specific Pedagogy and Designing Instructions. Candidates also complete a group and individual Assessment Plan. This assists Candidates with the preparation of the Assessing Learning and Culminating Teaching Experience TPA, which they construct during their Student Teaching Semester in EDSC 460.

Signature assignments are identified in SSCP Matrix of Coursework, TPEs, Candidate Dispositions, and Student Outcomes.

Qualified supervisors formatively assess each candidate’s pedagogical performance in relation to the TPEs and provide complete, accurate formative and timely performance feedback regarding the candidate’s progress toward meeting the TPEs.

Candidate assessment is both formative and summative, and occurs throughout the three semesters of prerequisite and credential coursework. The program has in place a comprehensive assessment system that provides for progress monitoring and summative assessment of candidates. Based on midpoint progress, candidates are provided with additional support and assessment as needed.

Candidates are formally assessed on their proficiency in the Teaching Performance Expectations at three different points in the program.

- TPE Level of Proficiency: First Semester Evaluation- completed by Master Teacher/Mentors and University Supervisors at the end of first semester of the program
- TPE Level of Proficiency: Second Semester Midterm Evaluation - completed by Master Teacher/Mentors and University Supervisors at the midpoint of the second semester of the program
- TPE Level of Proficiency: Second Semester Final Evaluation - completed by Master Teacher/Mentors and University Supervisors at the end of the second semester of the program

Each University Supervisor and Master Teacher/mentor assesses the candidate on each TPE on a 4-point scale:

- NE - No evidence; no opportunity to observe.
- 1 - Unacceptable - few to no indicators of candidate’s ability to understand and apply elements consistent with the standard
- 2 - Basic - some indicators of candidate’s ability to understand and apply elements consistent with the standard
- 3 - Skilled - multiple indicators of candidate’s ability to understand and apply elements consistent with the standard
- 4 - Distinguished - extensive indicators of candidate’s ability to understand and apply elements consistent with the standard

Assessments are then reviewed by the Subject Area Coordinator (SAC) who makes decisions about candidate continuation in the program. As TABLE 2: Assessments of Candidate Readiness, Proficiency,
and Performance illustrates, assessments of TPE proficiency are combined with assessments in coursework and for the Teaching Performance Assessment.

In addition to these three formal TPE Level of Proficiency assessments, candidates are provided with feedback on their progress through the Assessments of Classroom Practice completed by the University Supervisors. Through the observation, assessment, and conference with candidates, Supervisors also rate candidates on their TPE proficiency both semesters.

**TABLE 3: Single Subject Credential Program Transition Points** identifies minimum requirements for continuing to the next phase of our program. With respect to the Teaching Performance Expectations, teacher candidates must score an average minimum score of 2.0 to continue into the final full induction student teaching experience, and must score an average minimum score of 2.85, with no individual TPE score lower than 2.0, to successful complete the program.

**Intern Program Delivery Model:** Each internship program includes a preservice component that provides candidates with the opportunity to develop the requisite knowledge and skills prior to entering the classroom as the teacher of record. The preservice component is delivered in a sustained, intensive and classroom-focused manner, and the content of the preservice component includes introductory preparation relative to the TPEs and connects to the remaining preparation that is completed while the intern is serving as the teacher of record.

As each Intern progresses through pre-service coursework standards-based, pedagogical assignments organized around the Teaching Performance Expectations are built into the program. These assignments prepare candidates to complete the TPA. For example, in EDSC 310, interns are presented with the Teaching Performance Expectations and complete fieldwork reports identifying how classroom teachers address the TPEs. They also look at assessments that are used in classrooms today. In the Single Subject Credential Program Intern Program Module, students are introduced to the Department of Secondary Education Lesson Plan Format and develop a set of lesson plans, including standards-based content, adaptations for English learners, striving readers, advanced students and students with special needs on which they receive formative assessment. The sections of the lesson plan are aligned with the TPEs.

In the online module required for first semester Interns, candidates are reintroduced to the Teaching Performance Expectations. An alignment is presented linking course assignments on lesson planning, assessments and classroom management to the TPEs. Candidates examine and reflect on the TPEs as they identify state-adopted content standards in their subject area; prepare lesson plans, assessments, and instructional materials for their future classroom; explore ways to make content engaging and accessible; and identify a plan to create a positive social environment with corresponding discipline plan. This work is refined as the candidate begins the responsibility of a classroom teacher in the Intern Program.

**Standard 17: Implementation of the Teaching Performance Assessment (TPA): Program Administration Processes**

The TPA is implemented according to the requirements of the Commission-approved model selected by the program. One or more individuals responsible for implementing the TPA document the administration, scoring, and data reporting processes for all tasks/activities of the applicable TPA.
model in accordance with the requirements of the selected model. The program adopts a passing score standard and provides a rationale for establishing that passing standard.

The CSUF Single Subject Credential Program utilizes the California Teaching Performance Assessment (CalTPA) (http://www.ctc.ca.gov/educator-prep/TPA-California.html) for its teaching performance assessment, and this model is implemented according to the requirements of the Commission-approved model. The TPA Coordinator coordinates the TPA, with oversight by the PDC Director, who also assists with administration of Subject Specific Pedagogy (SSP) Task 1 and Designing Instruction (DI) Task 2. The PDC Director also serves as the Lead Assessor for SSP.

The TPA Coordinator serves as the Lead Assessor for Designing Instruction (DI) Task 2, Assessing Learning (AL) Task 3, and Culminating Teaching Experience (CTE) Task 4. Specific role responsibilities are delineated in Responsibilities of Single Subject Credential Program Directors and Coordinators.

The TPA Coordinator documents the administration, scoring and data collection in accordance with the requirements of the Commission-approved model. Data is collected and reported to the College Assessment Coordinator who organizes, analyzes and disseminates reports to the State.

The program maintains both program level and candidate level TPA data, including but not limited to individual and aggregated results of candidate performance, assessor calibration status, and assessor performance over time. The program documents the use of these data not only for Commission reporting and/or accreditation purposes, but also for program improvement. The program assures that candidates understand the appropriate use of their performance data as well as privacy considerations relating to candidate data.

TPA coordinator collects TPA scores and shares the data with the College Assessment Coordinator. Following the state model, assessors are re-calibrated yearly in which they assess 3 TPAs for the duration of approximately two hours. The assessors must accurately score 2 out of 3. If an assessor fails to recalibrate, the assessor is retrained or exited from the assessor pool. The TPA Coordinator randomly reviews assessor Records of Evidence (ROEs).

Fifteen percent of each set of candidate submissions are double-scored by the TPA Coordinator. If consistent discrepancies are found for a particular assessor, the assessor is referred for retraining or exited from the assessment pool.

Aggregated TPA results are used as formative assessment for program effectiveness. Through reporting by the CalTPA Coordinator at monthly meetings, the SECTEP Advisory Council regularly reviews TPA results to identify strengths and areas of needed improvement in program curriculum, instruction, and assessment. One need identified in past years was to improve candidates’ ability to identify appropriate and effective adaptations for English language learners and students with identified special needs. The Fall 2012 results identified “Planning for Instruction” as an area requiring further development.

The program establishes and consistently uses appropriate measures to ensure the security of all TPA materials, including all print, online, video, candidates, and assessor materials. The program also consistently uses appropriate measures and maintains documentation to assure the privacy of the candidate, the K-12 students, the school site and school district, and other adults involved in the TPA process.
Strict security is in place for the administration of the California Teaching Performance Assessment (CaltPA). Students access CalTPA materials via the state website, the University secured Course Management System, and secured cloud-based Taskstream. Faculty and staff are careful to maintain security of all TPA materials and this is monitored by the TPA Coordinator.

University Course Management System Security

The University Records System is hosted in an offsite data center managed by Unisys Corporation. The data center employs many levels of security including encryption, firewall, VPN, and intrusion detection systems. In addition, Unisys is certified under ISO27K, ISO20K, and ISO9K and are subject to SSAE16 audits each year. In addition, there are University Policies associated with security, including UPS 103.004 Computing Facilities Use Policy.

Taskstream Security

Taskstream indicates that: For initial Internet security, we use Dell’s SonicWALL NSA 4500 firewall appliances in a redundant highly available setup with robust performance which provides high bandwidth processing and allows us to implement complex access rules as required. Only HTTP and HTTPs are open to the Internet by default. As an additional layer of security, Taskstream has specialized file security and data security systems built to prevent access to private data. Access is restricted using ID keys which are generated in real-time according to a proprietary algorithm. The use of the keys are monitored site-wide for tampering—all invalid key usage is logged with IP information for tracking, if necessary. SSL is provided during authentication (log in) as well as in our reporting systems. (Taskstream Security Policies and Procedures, p. 2)

In addition, Taskstream offers data encryption: Taskstream encrypts sensitive data and transmits it using SSL. Specifically, all FERPA sensitive data is encrypted in Taskstream’s database. All aggregate reports are transmitted using SSL. Further, Taskstream’s login process requires SSL. Our data at-rest is encrypted with AES 256-bit algorithm. Taskstream’s premium data export feature, TS-Export, also transmits using FTPS or SFTP, depending on the capabilities of the client. (p. 3)

Finally, there are significant client data access restrictions: Access to client data within Taskstream is given strictly on a need-to-know basis and such access is carefully monitored. Access to the client databases, as a whole, is available solely by a password held only by the CTO, CEO and President. Use of that password is independently logged and monitored. We have a separate application specifically for allowing our Mentoring Services group (Taskstream’s customer service team) to support our client needs and perform regular support tasks. Mentoring Services representatives have access to student and faculty data on an individual level as they assist users who call in for assistance. Mentoring Services representatives are required to request permission from a particular user prior to accessing that user’s account. Each Taskstream employee who has access to our administration system has an individual login and all actions and history are logged, with specific actions (such as, deleting, and changing certain user permission) automatically sending notifications to supervisors. User access to this system is maintained by the Chief Technology Officer and all new user requests must be reviewed by him. (p. 3)
Parental permission slips are required before the candidate can video K-12 students; these permissions are archived in Taskstream. Candidates are instructed to exclude any identifying information related to school site, school district, and adults, including master teachers, involved in the TPA process.

Permission Slip Forms

The Candidate TPA Handbook is reviewed during EDSC 460 and posted in the course Titanium site. Pages 2-5 and 2-6, Number 3, Anonymity, specifically explain the privacy requirements and responsibilities. These are reviewed with Candidates during EDSC 460 and always available for additional support.

The CTC Letter to Districts regarding TPA is referenced during EDSC 460. It is also posted in the course Titanium site so students have access as needed.

CSUF’s legal department reviewed the permission slip requirement and sample permission slips (adult, student, Spanish) we drafted. Upon approval, we now provide sample copies of these permission slips for Candidates' use. These documents are reviewed in EDSC 460 and posted in the Titanium website. However, if a District or school has a specific form they require, the Candidate may use that form or letter instead.

To maintain anonymity relating to Candidate and school/student/parent information, the completed permission forms are uploaded and stored in Taskstream. The designated storage area for permission slips is in a different program, the DRF Program, than the storage area for CalTPA work. We created this storage area in Taskstream to house the permission slips separately because assessors are not allowed to see such private information. Since only the CalTPA Coordinator has access to the permission slips, appropriate anonymity is preserved. This information is provided to students during EDSC 460 presentation slide and posted in the Titanium course site.

No identifying information for the candidate is revealed to the assessor. Taskstream issues a random ID number. Only the TPA Coordinator has access to candidate and assessor information.

**Standard 18: Implementation of the Teaching Performance Assessment: Candidate Preparation and Support**

*The teacher preparation program assures that each candidate receives clear and accurate information about the nature of the pedagogical tasks within the Commission-approved teaching performance assessment model selected by the program, the passing score standard adopted by the program, and the opportunities available within the program to prepare for completing the TPA tasks/activities. The program assures that candidates understand that all responses to the TPA that are submitted for scoring must represent the candidate’s own unaided work.*

Beginning in EDSC 310, candidates receive information on the Teaching Performance Assessment, CalTPA. An overview PowerPoint, developed by the Department of Secondary Education, explains what the assessment is; identifies the purposes, benefits, and passing score of 3 of 4 required for each task; and describes the components of the four parts with their correlation to the Teaching Performance Expectations.
Opportunities to prepare for the TPA are found in the prerequisite coursework and credential classes. In EDSC 310, students are introduced to lesson planning and assessment through their textbook and class work. They complete two formal fieldwork reports which include instructional strategies and student activities as well as assessment observed during a lesson. They are also introduced the Secondary Education Lesson Plan Format which aligns with the CaITPA with respect to lesson planning, assessment, and adaptations. In EDSC 330, students complete a lesson plan correlated to the TPEs.

In EDSC 440S, students review the Overview PowerPoint. They are assigned to read the relevant portions of the Candidate Handbook for Cal TPA Single Subject Pedagogy and Designing Instruction and the TPA Code of Honor Guidelines. They are informed that they must complete and submit their own work. Students are informed how to access the templates, benchmarks and horizontal and linear rubrics and benchmarks as references for their work in EDSC 440S for TPA 1 and TPA 2; EDSC 460 for TPA 3 and TPA 4.

Students are informed the minimum passing score of “3” on each TPA is required. California State University Fullerton Single Subject Credential Program Candidates are required to successfully pass each of the four CalITPA tasks with a minimum score of 3. According to the CalITPA rubrics, a score level 3 indicates that candidates demonstrate “appropriate, relevant, or accurate” knowledge of the TPEs being assessed. A level 2 score indicates that candidates demonstrate “minimal, limited, cursory, inconsistent, and/or ambiguous” knowledge of the TPEs being assessed. Though the CalITPA Model permits a score of 2 (average score of 12 across the four tasks), the expectation that CSUF’s MSCP candidates demonstrate proficiency at a level 3 on each of the TPA tasks is consistent with the high standards established for all course work (grade of B- or higher) and field experiences. The CTC has indicated that Institutions may decide if a score of "2" justifies a passing score. According to the CalTPA language, a score of "2" indicates a CalTPA has been evaluated as "partial" and a score of "3" as clear. Both our SSCP and Multiple Subject Credential Program identified a score of "3" as meeting our standards.

The TPA Code of Honor Guidelines describes acceptable and unacceptable practices. Candidates are shown the TPA Code of Honor which indicates the tasks must be completed independently and includes descriptions of acceptable and unacceptable practices. Through Taskstream candidates affirm that they will adhere to “stated acceptable procedures” related to completing the TPA tasks. Furthermore, they attest through Taskstream “that this response is my own work and is based on my own independent thought, inquiry, and writing processes.” By checking a box they submit “electronic signatures” agreeing to the statements. A hard copy is also collected to emphasize the importance of students completing their own work and complying with the Code of Honor Guidelines.

The program assures that candidates understand and follow the appropriate policies and procedures to protect the privacy and confidentiality of the K-12 students, teachers, school sites, school districts, adults, and others who are involved in any of the components of the TPA tasks/activities.

The Candidate TPA Handbook is reviewed during EDSC 460 and posted in the course Titanium site. Pages 2-5 and 2-6, Number 3, Anonymity, specifically explain the privacy requirements and responsibilities. These are reviewed with Candidates during EDSC 460 and always available for additional support. The CTC Letter to Districts regarding TPA is referenced during EDSC 460. It is also posted in the course Titanium site so students have access as needed. The permission slip requirement and sample permission slips (adult, student, Spanish) are reviewed in EDSC 460 and posted in the Titanium website.
The program provides timely formative feedback information to candidates on their performance on the TPA. The teacher preparation program provides opportunities for candidates who are not successful on the assessment to receive remedial assistance with respect to the TPEs, and to retake the task/activity up to the specified number of times established by the program. The program only recommends candidates who have met the passing score on the TPA for a preliminary teaching credential.

Substantive remedial assistance is available to candidates who need it. Within the regular single subject credential program timeline, candidates have one opportunity to pass each of the assessments in the California Teaching Performance Assessments (CalTPA). Candidates who do not pass required assessments during the regular program timeline will be required to enroll in EDSC 499 Independent Study for CalTPA remediation in the summer/intersession semester immediately following the administration of the failed assessment. During EDSC 499 Independent Study, candidates have two additional opportunities to pass the CalTPA task(s). Candidates are made aware of this policy during Pre-orientation via the Policy on Candidate Submission and Completion Timeline for Teaching Performance Assessment.

Candidates who receive a score of "2" are given formative feedback by the CalTPA Coordinator. Feedback is usually conducted orally during phone conversations and or face-to-face sessions. If necessary, some written comments summarizing Assessors' perspectives are shared.

Through Taskstream, it is possible for assessors and or the Coordinator to provide written feedback. When appropriate or needed this is done for those who score 3's and 4's. Additionally, anyone wanting formative feedback can make an appointment with the PDC Coordinator (TPA 1) or the CalTPA Coordinator for 1, 2, 3 and 4. They will receive oral feedback.

The TPA Coordinator provides additional assistance to Interns as needed, collects the scores for all candidates and forwards the names of those who have passing scores to the SSCP Director who is responsible for recommending candidates for a preliminary teaching credential.

Single Subject Credential Program candidates are administered the CalTPA tasks during the regular (two semesters) program according to the timelines below.

<table>
<thead>
<tr>
<th>Task</th>
<th>CalTPA Timeline - If First Semester of Program is Fall (August – December)</th>
<th>Remediation</th>
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</thead>
<tbody>
<tr>
<td>Subject Specific Pedagogy (SS)</td>
<td>Administered in EDSC 440S First week of November December</td>
<td>Intercession immediately following</td>
</tr>
<tr>
<td>Designing Instruction (DL)</td>
<td>Administered in EDSC 440S First week of December Second week of January</td>
<td>Intersession immediately following</td>
</tr>
<tr>
<td>Assessing Learning (AL)</td>
<td>Administered in EDSC 460 Approximately February 1 Third week of March April</td>
<td>Summer session immediately following</td>
</tr>
<tr>
<td>Culminating Teaching Experience (CTE)</td>
<td>Administered in EDSC 460 Approximately March 15th Last week of April May</td>
<td>Summer session immediately following</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task</th>
<th>CalTPA Timeline - If First Semester of Program is Spring (January – June)</th>
<th>Remediation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Specific</td>
<td>Administered in EDSC 440S First week of March First week of April</td>
<td>Summer session</td>
</tr>
</tbody>
</table>
A. Candidate Submission and Completion Timeline for the Cal TPA Tasks
   1. Within the regular single subject credential program timeline, candidates have one opportunity to pass each of the assessments in the California Teaching Performance Assessments (CalTPA).
   2. Candidates who do not pass required assessments during the regular program timeline will be required to enroll in EDSC 499 Independent Study for CalTPA remediation in the summer/intersession semester immediately following the administration of the failed assessment.
   3. Candidates who fail to enroll in EDSC 499 for remediation in the summer/intersession immediately following will be subject to program removal as per CPC Policy 1.

B. CalTPA Submission Requirements
   1. The CalTPA task(s) must be submitted by the due date(s) and time(s) posted on Titanium.
   2. Candidates are required to submit all CalTPA tasks to the designated Taskstream (www.taskstream.com) program on time.
   3. Candidates who do not pass the first round of scoring are required to enroll in EDSC 499 and attend any face-to-face remediation sessions scheduled by the CalTPA Coordinator. The Candidate will resubmit the revised CalTPA through Taskstream by the designated date and time assigned by the CalTPA Coordinator.
   4. Candidates will have two opportunities to submit their task response during EDSC 499. Those who do not pass the second round of scoring during EDSC 499 will have ten days to resubmit the CalTPA for the third and final scoring.
   5. Candidates who do not pass the third and final round of scoring will receive a “No Credit” for EDSC 499.
   6. Re-assessed TPA responses may receive no higher than a score of 3.

C. CalTPA Late Submission Policy
   1. A Candidate may request a special-circumstance extension from the Teaching Performance Assessment Coordinator prior to the due date. If the extension is granted due to special circumstances, the Candidate will submit the CalTPA through Taskstream by the extension due date and time designated by the CalTPA Coordinator. If the Candidate does not submit the CalTPA by the extended due date and time, the Candidate will receive no credit for the course. A student in the Intern Program may have an Intern Professional Development Plan in which a modified CalTPA schedule is established.
   2. Candidates must submit their CalTPA Assessments on time. Failure to submit any task on time will result in a remediation plan and require the Candidate to enroll in one unit of the EDSC 499 remediation course, for each CalTPA deadline missed.
D. **CalTPA Submission Requirements: Successful Completion of SS and DI Tasks prior to Second Semester**

3. Successful completion of SSP and DI tasks is required for candidate continuation to the second semester of the Single Subject Credential Program.
4. Candidates who do not earn a minimum score of 3 on the SS or DI tasks during the regular program are required to enroll in EDSC 499 Independent Study for CalTPA remediation in the summer/intersession semester immediately following their first semester in the program.
5. Candidates must enroll in one unit of EDSC 499 Independent Study per task failed.
6. During EDSC 499 Independent Study, candidates have two additional opportunities to pass the CalTPA task(s).
7. Candidates who do not pass the CalTPA task after completing EDSC 499 will receive “No Credit” for EDSC 499 and will be subject to program removal as per CPC Policy 1.

E. **CalTPA Submission Requirements: Successful Completion of AL and CTE Tasks via EDSC 460 during Second Semester**

1. Successful completion of AL and CTE tasks is required for program completion.
2. Candidates who do not earn a minimum score of 3 on the AL or CTE tasks during the regular program will be required to enroll in EDSC 499 Independent Study for CalTPA remediation in the summer/intersession semester immediately following the administration of the failed assessment.
3. Candidates must enroll in one unit of EDSC 499 Independent Study per task failed.
4. During EDSC 499 Independent Study, candidates have two additional opportunities to pass the CalTPA task(s).
5. Candidates who do not pass the CalTPA task after completing EDSC 499 will receive “No Credit” for EDSC 499 and will be subject to program removal as per CPC Policy 1.

The program provides formative assessment information and performance assessment results to candidates who successfully complete the TPA in a manner that is usable by the induction program as one basis for the individual induction plan.

As part of EDSC 460 Teaching Performance Assessment Seminar course requirements, teacher candidates complete the Teaching Performance Assessment Results and Individual Induction Plan to take to their induction program.

**Standard 19: Implementation of the Teaching Performance: Assessor Qualifications, Training, and Scoring Reliability**

The teacher preparation program establishes selection criteria for assessors of candidate responses to the TPA. The selection criteria include but are not limited to pedagogical expertise in the content areas assessed within the TPA.

Assessors are selected from a pool of full-time, part-time and retired CSUF faculty. The Department of Secondary Education also hires “Outside Assessors.” These experienced assessors are recommended to us by other universities or are teachers in their respective fields of study that come highly recommended. They have knowledge of the TPE’s and experience guiding candidates toward teaching competence.
Assessors must successfully complete the CCTC-approved CalTPA training for the tasks they score. In addition to meeting the initial calibration standards, they must successfully meet recalibration standards and score each semester to remain eligible to score.

The program provides assessor training and/or facilitates assessor access to training in the specific TPA model(s) used by the program. The program selects assessors who meet the established selection criteria and uses only assessors who successfully complete the required TPA model assessor training sequence and who have demonstrated initial calibration to score candidate TPA responses.

All faculty who teach EDSC 440, which corresponds to CalTPA Task 1, Subject-Specific Pedagogy, are required to undergo state-approved training developed for CalTPA. This training includes a half day of Foundations and Orientation and two days of training for CalTPA Subject-Specific Pedagogy. All faculty teaching EDSC 440 are required to score at least three CalTPA’s per semester.

Faculty who choose to score CalTPA 2, 3 and 4 are required to receive state-approved training developed for each CalTPA they assess. All faculty and supervisors receive the CalTPA Information Sheet describing the CalTPA process and parameters.

Outside assessors are required to attend state-approved trainings and be calibrated in all four CalTPA’s.

Faculty and outside assessors have completed CCTC-sponsored training sessions held at universities in northern and southern California, including sessions hosted on the CSUF campus. Presently one faculty member, the current CalTPA Coordinator, is certified as a Lead Assessor. This certification allows the CalTPA Coordinator to conduct assessor training sessions, general review/ information sessions and strengthens the SECED recalibration process.

The program periodically reviews the performance of assessors to assure consistency, accuracy, and fairness to candidates within the TPA process, and provides recalibration opportunities for assessors whose performance indicates they are not providing accurate, consistent, and/or fair scores for candidate responses.

Through the Taskstream Management System, the CalTPA Coordinator is able to review the performance of assessors. Reports indicate the number of tasks scored and the score levels awarded by each assessor. The Record of Evidence is also stored and available for review to the CalTPA Coordinator. The CalTPA Coordinator provides individual feedback to assessors regarding the consistency of their scores and the accuracy of their comments when completing the Record of Evidence for both the evidence and interpretation sections of the ROE. The CalTPA Coordinator also provides feedback relating to assessors’ ability to maintain consistency with the use of CalTPA language when completing the ROE.

Recalibration for CSUF faculty from the Department of Secondary Education

Individual and/or small group meetings are held, usually prior to the start of the academic year/semester. The CalTPA Coordinator addresses any new information from the CCTC, reviews scoring language and bias awareness. Benchmarks and/or sample anonymous CalTPA’s from the SECED Department are also reviewed. Assessors are informed of any updates made to Taskstream. Questions and input from assessors are also addressed. General areas of strength as well as any limitations from the previous semester’s scoring are reviewed. Assessors are also reminded that the Record of Evidence is a legal document and accuracy in completing the document is critical.
Assessors are then asked to recalibrate using the CalTPA’s provided through the CCTC online recalibration system. Once all assessors have submitted their ROE’s to the Lead Assessor, they receive oral feedback. The CalTPA Coordinator/Lead Assessor reviews the assessors’ notes recorded on the ROE’s to make sure protocol is being followed. The ROE’s should demonstrate that assessors record evidence from the task, make judgments based on that evidence and the rubric, and use only rubric language when interpreting the evidence. The CalTPA provides any individual feedback to the assessor and a certificate of recalibration is provided.

Recalibration for Outside Assessors

An Outside Assessor affiliated with a university submits a letter/statement of recalibration from the CalTPA Coordinator of the specified university. This certificate is due each year, prior to the assessor being able to score for the CSUF Department of Secondary Education.

Assessors who are not currently affiliated with a university (retired faculty or secondary teachers) and have a long history of scoring for our department are recalibrated through assessing CalTPA’s that have been scored multiple times.

Outside Assessors receive individual feedback from the CalTPA Coordinator regarding any specific scoring issues related to their strengths and/or limitations. Taskstream enables the Coordinator to review their Records of Evidence, scoring history and comments. Outside Assessor rescoring is also monitored for consistency.

Workload

CSUF faculty are only required to score three CalTPA’s per semester to maintain calibration. However, as an average, they score between six and fifteen CalTPA’s, depending upon enrollment and assessor availability.

Outside Assessors score on average of ten to forty CalTPA’s, depending upon availability and enrollment. There is usually a two week scoring window. Assessor compensation includes $40.00 per CalTPA for Tasks 1, 2 and 3 and $80.00 per CalTPA for Task 4.

The program complies with the assessor recalibration policies and activities specific to each approved TPA model, including but not limited to at least annual recalibration for all assessors, and uses and retains only TPA assessors who consistently maintain their status as qualified, calibrated, programsponsored assessors. The program monitors score reliability through a double-scoring process applied to at least 15% of TPA candidate responses.

In accordance with the CalTPA model, fifteen percent of the tasks are double scored. All non-passing scores are automatically double scored to maintain fairness. These non-passing scores are part of the fifteen percent of CalTPA’s that are double scored and used to verify assessor performance. Additional CalTPA’s are randomly selected for double scoring. This includes CalTPA’s that received initial scores of 3 and 4 as well as any special requests made by assessors to have a CalTPA rescored.

In the event scores for a double-scored TPA do not match, it is usually sent for an additional review. If consensus cannot be reached, the CalTPA Coordinator makes the final decision after reviewing the CalTPA (see comparison of 2 ROEs). If a specific assessor’s score is overturned at a disproportionate rate, the CalTPA Coordinator provides feedback that may include additional coaching. For example, asking the assessor to indicate a number for each area of the Record of Evidence and then making the final scoring
decision often helps clarify the process. Asking the assessor to review the Record of Evidence with the CalTPA Coordinator reveals areas of difficulty, usually resulting from the assessor straying from the CalTPA language. Using visuals like the scoring pattern diagram from the CTC training also helps. If coaching, recalibration and feedback do not remedy the scoring issues, the CalTPA Coordinator recommends retraining.

The program establishes and maintains policies and procedures to assure the privacy of assessors as well as of information about assessor scoring reliability. In addition, the program maintains the security of assessor training materials and protocols in the event that the program uses its own assessors (such as, for example, a designated Lead Assessor) to provide local assessor training.

Each year the TPA Coordinator reviews recalibration of assessors. Of the TPAs, 15% are re-scored by for each administration. If there is an inconsistency in the double scoring, then the TPA Coordinator acts as the third scorer and determines the final score. The TPA Coordinator then compares the Records of Evidence (ROEs) from both assessors. If great discrepancies are found, then the assessor retrained.

The TPA Coordinator establishes the protocol for the administration of the TPA. She maintains the training materials, provides training, and monitors recalibration. A Lead Assessor is identified for TPA 1 and TPAs 2-4. Each assessor is given a random assessor number. The TPA coordinator is the only person who has access to the names and IDs of individual candidates and their respective assessors.
## PART II: Syllabi

### Selected Course Syllabi

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<th>Course Code</th>
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<td>EDSC 304</td>
<td>Educational Technologies for Secondary Teachers</td>
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<tr>
<td>EDSC 310</td>
<td>The Teaching Experience</td>
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<tr>
<td>EDSC 320</td>
<td>Adolescent Development</td>
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<td>EDSC 330</td>
<td>Developing Literacy in Secondary Schools</td>
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<td>Diversity in Secondary Schools</td>
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<td>EDSC 410</td>
<td>Teaching English Learners in Secondary Schools</td>
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<td>EDSC 440F</td>
<td>Supervised Fieldwork in Secondary Schools</td>
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<td>EDSC 440S</td>
<td>General Pedagogy of Secondary School Teaching</td>
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<td>EDSC 442C</td>
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<td>EDSC 442F</td>
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PART III: PROGRAM ASSESSMENT SUMMARY

Preliminary Single Subject Credential Program Assessments

The Single Subject Credential Program (SSCP) has a systematic process of assessing candidate readiness, proficiency, and performance through coursework assignments, fieldwork, and the California Teaching Performance Assessment (CalTPA).

Prior to the program, candidates are assessed in three major ways and by a variety of individuals:

- Assignments for prerequisite coursework – by course instructors
- University Admission Process – by the University Admissions Officer and SSCP Director of Admissions
- Credential Program Admissions Process – by the Subject Area Coordinator (SAC) of each program area and the respective admissions interview teams (including Subject Area Coordinators, University Supervisors, Master Teachers, past program completers, and/or faculty from associated academic departments)

The Single Subject Preliminary Credential Program is assessed through the College of Education Unit Assessment System designed for the continuous collection of multiple data sources, both internal and external, to monitor candidate performance and to manage and improve program effectiveness. Data used to determine if candidates have met the requirements necessary to matriculate through specified program levels are collected at four transition points (TP):

1. Admission to Program
2. Admission to Initial Student Teaching
3. Admission to Final Student Teaching
4. Exit from Program

The chart below displays the various assessments used to evaluate candidate progress, performance, and program effectiveness. A full description of each assessment follows the chart (which includes hyperlinks to appropriate assessment documents for reference). This chart includes only those assessments collected after candidates have been admitted to the program.

<table>
<thead>
<tr>
<th>Assessment tool</th>
<th>Description</th>
<th>Data collected</th>
<th>Collection Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Grades and Signature Assignments</td>
<td>Measures candidate performance on signature assignments across credential program courses.</td>
<td>Percentage of candidates with a passing score of 80% or higher in all courses.</td>
<td>Each Semester</td>
</tr>
<tr>
<td>Assessment tool</td>
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<tr>
<td>-------------------------------------------------------------------------------</td>
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<tr>
<td><strong>TPE Level of Proficiency – First Semester Evaluation (initial student teaching)</strong></td>
<td>Measures candidate proficiency in the Teaching Performance Expectations at the end of initial student teaching fieldwork.</td>
<td>Mean passing rates for candidates.</td>
<td>Each Semester</td>
</tr>
<tr>
<td><strong>TPE Level of Proficiency – Second Semester Midterm and Final Evaluation (final student teaching)</strong></td>
<td>Measures candidate proficiency in the Teaching Performance Expectations at midpoint and end of second semester student teaching.</td>
<td>Mean passing rates for candidates.</td>
<td>Each Semester</td>
</tr>
<tr>
<td><strong>Teaching Performance Assessments (TPA) Tasks</strong></td>
<td>Measures candidate performance on four separate tasks of the CalTPA.</td>
<td>Percentage of candidates with a passing score of 3/4 or higher in each task.</td>
<td>Each Task</td>
</tr>
<tr>
<td><strong>CSU Exit, Alumni, Employer Surveys</strong></td>
<td>Measures the University's teacher preparation program effectiveness in a variety of areas.</td>
<td>Mean scores on a variety of questions.</td>
<td>Post Program: Within one month of completion (for candidates) and one year of completion (for graduates and employers)</td>
</tr>
</tbody>
</table>

**PROGRAM ASSESSMENT DESCRIPTIONS AND DOCUMENTS**

Course Grades and Signature Assignments

Candidates complete an integrated curriculum aligned with the Teaching Performance Expectations (TPE) designed to meet the Standards of Quality of Effectiveness for Professional Teacher Preparation Programs. Additionally, coursework is aligned with the unit’s program outcomes, which also guide the development of course content and assignments.

Each prerequisite and credential course (other than fieldwork) has at least one Signature Assignment. These assessments are collaboratively crafted by faculty who teach the course, aligned with the Teaching Performance Expectations, and insure that all candidates engage in a
variety of experiences throughout the program. Descriptions of these assignments are provided in the Signature Assignments Table provided at the end of this document. Candidates must receive a grade of “B-” or better in every course in order to progress into student teaching. Examples of Signature Assignment directions and assessment tools are linked to the Signature Assignments Table.

Course instructors are responsible for scoring each assignment using clearly identified criteria. Grading criteria are provided to all candidates, and remediation requirements (if applicable) are clearly explained prior to assignment completion.

Each course has an assigned custodian who regularly meets, communicates, and shares resources with all course-alike instructors to ensure that signature assignment expectations are consistent across all course sections, rubrics/scoring guides are provided, and assessment practices and grading are aligned.

Grades are submitted electronically to the university database system by course instructors. Each year the College Data Analyst collects, charts, and reports grade data back to programs for analysis. Grade data (pass rates) are collected each semester, disaggregated and reported by pathway.

Assessment of Classroom Practice (ACP)

Candidates are evaluated during student teaching by University Supervisors through the Assessment of Classroom Practice (twice during the first semester and a minimum of four times during the second semester). The Assessment of Classroom Practice is aligned with the Teaching Performance Expectations and includes evaluation of the lesson plan and implementation (introduction, body of lesson, lesson closure, assessment of student learning, adaptations, classroom learning environment, and teacher professionalism). Assessments of Classroom Practice are narrative evaluations and submitted using an electronic submission system.

TPE Level of Proficiency Evaluations

Candidates are evaluated by both the Master Teacher and University Supervisor at the completion of initial student teaching placement (first semester), and at midpoint and completion of final student teaching (second semester). The Evaluation of TPE Proficiency measures candidate performance on all 13 Teaching Performance Expectations (TPE) and the corresponding California Standards for the Teaching Profession (CSTP). Candidate performance is rated on a 4-point scale (1=unacceptable; 2=basic; 3=skilled; 4=distinguished.) Specific pass rates have been determined for initial and final student teaching performance.

The program is designed to scaffold and support candidate growth and proficiency over time, with higher requirements for candidate knowledge and skills as they develop and become
stronger across the two student teaching semesters. Candidates must demonstrate at least basic (2.0) proficiency toward meeting TPE standards on initial student teaching evaluations, and advance to demonstrate skilled competency at a minimum level of 2.85 by the end of their final placement. Remediation is mandatory for any TPE marked as “Unacceptable” on first semester evaluation. Any TPE marked as “Unacceptable” in final placement results in a “No Credit” for student teaching.

The average ratings on each TPE as assigned by the Master Teachers and Supervisors are collected, disaggregated by pathway and reported to the program for analysis. Scores that are similar affirm the reliability of the ratings; significant discrepancies between Master Teacher and Supervisor ratings are flagged for subsequent review. Validity is thus assured through inter-rater reliability.

**Capstone Assessment – Teaching Performance Assessment (TPA)**

Candidates must complete all four CalTPA tasks by transition point 4 (Program Exit). Portions of this assessment are evaluated at different transition points as candidates move through their program of study. Candidates complete tasks SSP and DI in their first semester with tasks AL and CTE in their second semester.

All TPA assessors are certified assessors and have successfully completed the CCTC-approved CalTPA training for the tasks they are assigned to score, as well as meeting annual state online recalibration standards to maintain scoring ability. In addition, assessors who have not scored a specific CalTPA task within six months of calibration (or recalibration) must successfully recalibrate on that task before scoring candidate responses. Faculty complete CCTC-sponsored training sessions. The TPA Coordinator/Lead Assessor facilitates the recalibration process using the California Commission for Teacher Credentialing (CCTC) Online Recalibration Center. Assessors access the tasks from the online center, complete a Record of Evidence for each task, and submit the ROEs to the TPA Coordinator/Lead Assessor for review. To successfully recalibrate, assessors must score on point on at least two of the three tasks. In the event that an assessor does not successfully recalibrate, the assessor must participate in additional training with the TPA Coordinator before attempting to recalibrate and score.

The TPA Coordinator/Lead Assessor also reviews assessors’ notes recorded on the ROEs to ensure that the protocols learned during initial training are followed. The ROEs should demonstrate that assessors record evidence from the task, make judgments based on the evidence and rubric, and use rubric language when interpreting the evidence.

Tasks are blind scored on a common 4-point rubric rating performance at four levels (ranging from a low rating of 1 to a high rating of 4). Candidates must pass each task with a score of 3 or better. Candidates study the CalTPA in EDSC 440S (first semester) and EDSC 460 (second semester). These courses support candidates’ understanding of the CalTPA tasks, evaluation criteria, and the submission process needed to successfully demonstrate progress toward the TPE. Candidates have two opportunities to pass each CalTPA task. Candidates who do not pass
on the first attempt receive remediation. If candidates cannot pass a CalTPA task after two rounds of scoring then they receive a “No Credit” in the EDSC 460 course.

The TPA Coordinator monitors the scores issued by each assessor and addresses concerns when variances among assessors emerge. For example, if an assessor issues scores that are consistently higher or lower than other assessors, these variances are analyzed to determine the reason for the discrepancy and feedback is provided to the assessor. Feedback may include additional coaching by the TPA Coordinator/Lead Assessor, retraining, and/or recalibration. At least 15% of TPA responses are randomly selected for double-scoring each semester. In spring 2012 the department began collecting reliability data on double-scored tasks.

In addition to monitoring the overall scoring trends of each assessor, the TPA Coordinator monitors the decisions reached by assessors when their submitted scores for a double-scored task do not match. When this occurs, the TPA Coordinator sends an email to the two assessors identifying the task and the scores issued by the two assessors. The assessors are directed to discuss the evidence presented in the task and reach consensus on the final score. If consensus cannot be reached, the task is sent to a third assessor. If an assessor’s initial score is overturned at a disproportionate rate, the TPA Coordinator will provide feedback that may include additional coaching, retraining, and/or recalibration.

At the conclusion of each semester all assessors receive an Individual Assessor Report that includes the following information:

- total number of tasks scored
- summary of the score levels awarded in each scoring category
- total number of double scored tasks
- total number of double scored tasks that matched the second assessor’s score
- total number of double scored tasks requiring reconciliation
- total number of double scored tasks overturned

Program-wide data is also provided so assessors have a point of reference to compare and contrast their own scoring history.

CSU Exit Survey and Year-Out Survey of Graduates and Employers

The California State University Chancellor’s Office conducts online surveys of Initial Teacher Preparation programs. One is an Exit Survey that candidates take upon completion of the program. Another is the CSU Systemwide survey taken by employed graduates and their employers one year after program completion.
Each survey item is rated on a 0-3 scale (3=well-prepared; 2=adequately prepared; 1= somewhat prepared; 0=not at all prepared). Results are provided to programs for analysis; average rating and range for all questions combined, as well as the percent of responses for each rating disaggregated by question.
### Signature Assignments for Single Subject Credential Program

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Description</th>
<th>Assessment Resources</th>
</tr>
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<tbody>
<tr>
<td>304</td>
<td>Digital Teacher Site</td>
<td>Candidates develop a teacher wiki site that includes a Home Page and six subpages. Subpages include information on Classroom Rules and Policies, Description of Content Area, Class Calendar and Assignments, Digital Interactives, Useful Links, and Internet Use.</td>
<td>• EDSC 304 Teacher Site Scoring Guide</td>
</tr>
<tr>
<td></td>
<td>Digital Unit Plan</td>
<td>Using the EDSC 304 Digital Unit Plan Template, candidates develop a digital unit plan that is housed on a wiki. The assignment focuses on the use of technology to improve teaching and learning and is completed over the course of the semester. Components include identification of digital resources; an assessment map and summary with at least one (each) developed formative assessment and summative assessment; and three lessons in which digital tools are used by the teacher and students.</td>
<td>• EDSC 304 Digital Unit Plan Template</td>
</tr>
<tr>
<td></td>
<td>Fieldwork Observation Reports</td>
<td>Candidates complete two Fieldwork Observation Reports where they describe specific features of the classroom environment and daily lessons, and reflect on relationships between what they observed and the Teaching Performance Expectations and theories of learning.</td>
<td>• EDSC 310 Fieldwork Observation Format and Scoring Guide</td>
</tr>
<tr>
<td>310</td>
<td>Philosophy of Education</td>
<td>Candidates compose a personal philosophy of education where they reflect on the purpose of education, the role of the student in education, the role of the teacher in education, and the role of the teacher in the community.</td>
<td>• EDSC 310 Philosophy of Education Assignment</td>
</tr>
<tr>
<td></td>
<td>School Accountability Newsletter</td>
<td>Candidates gather and evaluate school performance data pulled from state and federal accountability measures (API and AYP) for a local school and use the data to create a mock School Accountability Newsletter.</td>
<td>• EDSC 310 School Accountability Newsletter Assignment</td>
</tr>
<tr>
<td></td>
<td>Health and Safety Webliography</td>
<td>Candidates gather and annotate web-based and community resources that provide information and guidance on issues of adolescent health and safety.</td>
<td>• EDSC 304 Health and Safety Webliography Assignment and Scoring Guide</td>
</tr>
<tr>
<td>320</td>
<td>Literacy Project</td>
<td>Using the EDSC Lesson Plan Format, candidates develop a lesson that includes activities that support the literacy development of students through the integration of literacy into</td>
<td>• EDSC Lesson Plan Format</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• EDSC 330 Literacy Project</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Description</td>
<td>Assessment Resources</td>
</tr>
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</tbody>
</table>
| 340    | Mock Interview Question | Candidates compose an essay response to mock interview questions relating to how to address the literacy needs of various student populations, including striving readers, second language learners, and reluctant readers. | Guidelines  
- EDSC 330 Literacy Project Grading Criteria  
- EDSC 330 Mock Interview Question Assignment and Rubric |
| 410    | Plan for Supporting Students with Special Needs | In small groups, candidates develop and deliver a presentation on effective teaching and classroom management strategies for students with learning and physical disabilities. | Guidelines  
- EDSC 340 Plan for Supporting Students with Special Needs Assignment Directions and Rubric |
| 410    | EL Internet Search | Candidates complete a Weercise on how to engage and support English Learners. | Guidelines  
- EDSC 410 EL Internet Search Assignment Directions |
| 410    | TV Project | Candidates view a foreign television program for one hour and analyze the experience in terms of teaching/assisting English language learners. | Guidelines  
- EDSC 410 TV Project Assignment Directions and Scoring Guide |
| 440S   | Lesson Plan | Using the EDSC Lesson Plan Format, candidates develop a complete lesson plan. The lesson plan format includes identification of California content and Common Core standards; academic objectives; use of technology, lesson introduction, body, and closure; adaptations; assessment strategies; and reflection. Candidates also develop accompanying instructional materials. | Guidelines  
- EDSC Lesson Plan Format  
- EDSC Lesson Plan Rubric |
| 440S   | Assessment Plan | Using the EDSC Assessment Plan Format, candidates develop a unit assessment plan that identifies the formative and summative assessments, purposes, implementation, and means of providing student feedback and informing instruction. Candidates also develop at least one entry-level, progress monitoring, and summative assessment to accompany the plan. | Guidelines  
- EDSC Assessment Plan Format  
- EDSC Assessment Plan Scoring Guide |
# Signature Assignments for Single Subject Credential Program

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<td>Classroom Management Plan</td>
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<td>Candidates develop a classroom management plan that has two major purposes: (1) to identify to students and family members the rules and routines of the classroom and what will happen if those rules are broken; and (2) support the candidate’s ability to be fair and impartial in your interactions. Classroom Management materials include a poster of class rules, student behavior and attendance policies, grading policies, classroom procedures and routines, and a letter to parents with general information and a student/family communication plan.</td>
<td>• EDSC Classroom Management Plan, Class Rules, and Letter to Parents Requirements and Checklist</td>
</tr>
<tr>
<td>442 Lesson and Unit Plans</td>
<td>Lesson and Unit Plans</td>
<td>Candidates develop lessons and unit plans. Plans are written in in either the EDSC Lesson Plan Format or a discipline-specific format and include all elements of the EDSC Lesson Plan Format as well as discipline-specific requirements.</td>
<td>• EDSC Lesson Plan Format • EDSC Lesson Plan Rubric • EDSC Weekly Unit Plan Format</td>
</tr>
<tr>
<td>449S Weekly Lesson Plans</td>
<td>Weekly Lesson Plans</td>
<td>Candidates are required to prepare and submit weekly lesson plans. Plans are written in either the EDSC Weekly Unit Plan Format or a discipline-specific format.</td>
<td>• EDSC Weekly Unit Plan Format</td>
</tr>
<tr>
<td>Standard 8 Evaluation</td>
<td>Standard 8 Evaluation</td>
<td>Candidates self-evaluate and are evaluated by their instructor as to whether they have demonstrated the Standard 8 competencies for their subject matter area.</td>
<td>• Standard 8 Evaluation</td>
</tr>
</tbody>
</table>
References

Appendix
Syllabi
Location: VA 180
Day and Time: W 4-6:45 pm
Instructor: Elizabeth Holster
Office: VA 177
E-mail: eholster@fullerton.edu
Phone: 657-278-7378
Office hours: Mondays 4-7 pm
Technical support: (657) 278-7777

Table 1: Education Unit Conceptual Framework

EDUCATION UNIT CONCEPTUAL FRAMEWORK

Mission
The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

Program Outcomes and Indicators
After successful completion of a program of study, our credential recipients and program graduates are:

1. Knowledgeable and Competent Specialists who
   a) demonstrate a strong foundation of knowledge
   b) implement effective practice
   c) use current technologies for teaching and learning

2. Reflective and Responsive Practitioners who
   a) advance just, equitable, and inclusive education
   b) make informed decisions
   c) participate in collaborative endeavors
   d) think critically and creatively

3. Committed and Caring Professionals who
   a) demonstrate leadership potential
   b) maintain professional and ethical standards
   c) engage in continuous improvement
PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES
Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found at the faculty documents section of the COE website.

RESPONSE TIME
I will respond to emails within 48 hours except on the weekends. I am online daily and can also be reached by phone at 657-278-7378.

COURSE DESCRIPTION
Prerequisite: admission to teacher education. Objectives, methods and practices for teaching art in secondary schools. Required before student teaching of majors in art for the single subject teaching credential.

STUDENT LEARNING GOALS AND RELATED OBJECTIVES
This section presents the course’s student learning goals and lists the learning objectives related to each goal. The objectives indicate the competencies candidates will develop by the end of the course.

Course Goals:
• Analyze critical issues in Art Education
• Cover a broad range of instructional techniques appropriate to different learning styles, and divergent student populations.
• Learn skills and fundamental knowledge necessary for teaching art in the secondary school.
• Gain insight into National and State Guidelines for Art Education
• Students will gain a sense of the continuum of art and art history and an understanding of where we stand within this larger framework.

Course Objectives:
• Students will demonstrate a clear understanding of the current philosophy of Art Education and will be able to communicate the goals and objectives of Art Education at secondary and post-secondary levels.
• Students will gain an understanding of the role and value of art for secondary students that they can confidently convey to students, administrators, and parents.
• Students will explore a variety of media, gaining knowledge, insights and skills to properly teach these concepts to secondary students using aesthetics, art criticism, and art history in conjunction with art production.
• Students will develop the ability to evaluate student achievement in art using a variety of measures.
• Students will gain a working knowledge of the ‘California Visual and Performing Arts Contents and Standards Framework’ as well as ‘Discipline
Based Art Education’ that will be used in the creation of curriculum and assignments.

REQUIRED TEXTS
Becoming an Art Teacher – Jane K. Bates
Puzzles About Art: An Aesthetics Casebook – Margaret Battin
Assessing Art - Beattie

OTHER REQUIRED MATERIALS
ClassPack from X-Copy

ATTENDANCE
- Attendance is mandatory at all class meetings and field trips. Your grade will be lowered one full letter grade for every three unexcused absences. Absences will be excused only with written verification of illness and/or the instructor’s approval. Two tardies (12 minutes or more late) will equal one unexcused absence. Class participation is an important component of your grade. Arriving late and/or leaving early will adversely affect your grade.

GRADING POLICY AND GRADING STANDARDS FOR THE COURSE
- All studio projects will be graded on a scale of 1 to 25, with 25 equal to an A+. A grading sheet will be returned with each graded project detailing the points and grade earned. Each category can earn up to 5 points. The categories include:
  - Use of skills covered in class
  - Working to the best of your ability
  - Creativity
  - Neatness
  - Work turned in on time
- All lesson plans will be due on the same day as the studio project. Each lesson plan will be worth 100 points. The grading schools is the same as the studio project but multiplied by four.

EXTRA CREDIT OPTIONS
Students will have the option to redo any assignments for an improved grade.

ASSIGNMENTS (Descriptions follow.)
- Points will be allocated in the following percentages:

  Art Resource Notebook / Portfolio: 20%
  15 Week Unit / Lesson Plans / studio examples: 70%
  Journal / Classroom Attitude and Participation: 10%

LATE ASSIGNMENTS
Assignments will lose a point for each day they are late up to a maximum of 5 points lost. Assignments will not be accepted beyond one week past the due date without permission of instructor. The grading scale will include +/- (plus or minus).

ASSIGNMENT DESCRIPTIONS
Class Discussions and Activities:
This includes informed discussion with active participation during class, reflective journal writing on pertinent topics, and completion of all in-class work.

**Textbook Assignments:**
Each week there will be an assignment due pertaining to the Assessments in Art chapters. On occasion there will be additional text related homework due.

**Lesson Plans:**
Each week a new lesson plan is due. Lessons will include all of the materials necessary for teaching each lesson and will include a studio example.

**Planning Portfolio:**
Students will organize all materials into a Planning Portfolio Binder that will include all lesson plans, written work, and any additional materials collected by the student.

**MATERIAL REQUIREMENTS**
- 3-ring binders with several divider tab sheets for Planning Portfolio
- Blank and lined paper, three-hole punched to fit in the Planning Portfolio
**You will need a Flash Drive dedicated solely to Art Education to save information and articles and Lesson Plans from other sources.

**UNIVERSITY INFORMATION**

**Health and Safety**
Many art supplies are potentially dangerous. Read all labels, follow directions and use good judgment. Spray adhesives, paints and fixatives may not be used indoors, and their use outdoors must show respect for the University campus facilities. For additional information on University policies regarding the use and disposal of solvents, and other health concerns please check: [http://ehis.fullerton.edu/safety4students](http://ehis.fullerton.edu/safety4students).

**Art Class Content Disclaimer**
In the study of art, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Art classes frequently include physical nudity, content, and imagery that may be considered controversial, offensive, or in conflict with some ethical or religious beliefs. Diverse ideas will be discussed with civility and cooperation. Students are encouraged to meet with a faculty member to express specific concerns. When not in conflict with the academic goals of the course, the faculty member will attempt to address these concerns and the applicable course requirements.

**Titanium**
As a registered student you are enrolled in Titanium. You may access Titanium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact (657) 278-5619. If you still need more help, contact (657) 278-7777. Check Titanium weekly, the night before class, for any pertinent or last minute, updated information.

**Students with Special Needs**
Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State
University policy, students with disabilities must document their disabilities at the Disability Support Services (DSS) Office in order to be accommodated in their courses.

**Academic Dishonesty Policy**

Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021 found at the UPS section of the Academic Senate website.

**Two week plan for distant instruction should on-campus instruction be interrupted**

In case of instruction interruption, please check the course website for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Titanium groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444

**Emergency Contact**

In the event of emergency, contact the University Police at (657) 278-3333. Additional information can be found at the CSUF Emergency Preparedness website.

**Library Support**

Pollak Library Assistance available for Online Students with online instruction guidelines are available on the CSUF library website.

**Policy on Retention of Student Work**

It is the student’s responsibility to request the return of student work within one semester after a grade is assigned for each course. If the student does not request the return of their work within that time, the faculty has no further obligation to retain said work.

I will keep any student work or portfolio binders left behind for one additional semester in my office and they may be picked up during office hours or by appointment.
TENTATIVE SCHEDULE – Readings are to be done BEFORE class meets

**Week 1, August 27**

**Topic(s)**
Art Advocacy

**Assignments Due**
Ready to discuss topics from readings

**Reading Assignments**
Bates: Chapter 1 - The Field of Art Ed
Puzzles: Chapters 1-3

**Week 2, September 3**

**Topic(s)**
Ways to approach classroom studio production

**Assignments Due**
Bring in Advocacy materials to share
Ready to discuss topics from readings

**Reading Assignments**
Bates: Chapter 2 – Teaching Art Production
Puzzles: Chapters 4-6

**Week 3, September 10**

**Topic(s)**
Lesson Planning
Planning in general

**Assignments Due**
Rough Draft of first lesson plan due

**Reading Assignments**
Bates: Chapter 3 - Planning

**Week 4, September 17**

**Topic(s)**
Unit Plans / Lesson Plans

**Assignments Due**
Bring in the overarching plans for the classes you will be teaching
Bring in lesson plans / planning guides from Master Teachers
Create a list of ALL assessment vocab and definitions from Chapter 1 – Assessing Art
Reading Assignments
Bates: Chapter 4 – Planning
Assessing Art – Chapter 1

Week 5, September 24

Topic(s)
Preparing for your students
Assessing Art
Grant writing

Assignments Due
Second lesson plan due
Bring a grant to work on
Create a list of ALL assessment vocab and definitions from Chapter 2 – Assessing Art

Reading Assignments
Bates: Chapter 5
Assessing Art – Chapter 2

Week 6, October 1

Topic(s)
Teaching the language of Vision

Assignments Due Third
lesson plan due Grant
underway to share
Create a list of ALL assessment vocab and definitions from Chapter 3 – Assessing Art

Reading Assignments
Bates – Chapter 6
Assessing Art – Chapter 3

Week 7, October 8

Topic(s)
Creative Communication

Assignments Due
Fourth lesson plan due
Create a list of ALL assessment vocab and definitions from Chapter 4 – Assessing Art

Reading Assignments
Bates – Chapter 7 and 8
Assessing Art – Chapter 4
Week 8, October 15

Topic(s)
Multicultural Education
Interdisciplinary Education

Assignments Due
Use the info from Chapter 5 – Assessing Art to write guidelines for a process journal
Fifth lesson plan due

Reading Assignments
Bates: Chapters 9 and 10
Assessing Art – Chapter 5

Week 9, October 22

Topic(s)
Art Criticism and Aesthetics

Assignments Due
Use info from Chapter 6 – Assessing Art to create an analytic scoring rubric
Sixth lesson plan due

Reading Assignments
Bates: Chapter 11
Assessing Art – Chapter 6

Week 10, October 29

Topic(s)
Discussing aesthetics, art criticism and art history

Assignments Due
Use info on p116 of Assessing Art to write an assessment of one of YOUR assessments
Seventh lesson plan due

Reading Assignments
Bates: Chapter 12

Week 11, November 5

Topic(s)
Integrating the components

Assignments Due
Eighth lesson plan due

Reading Assignments
Bates: Chapter 13
Week 12, November 12

**Topic(s)**
Assessment, Standards and Accountability

**Assignments Due**
Ninth lesson plan due

**Reading Assignments**
Bates: Chapter 14

Week 13, November 19

**Topic(s)**
Demonstrating Teacher Competencies

**Assignments Due**
Tenth lesson plan due

**Reading Assignments**
Bates: Chapter 15

Week 14, December 3

**Topic(s)**
Practice for teaching

**Assignments Due**
Eleventh lesson plan due

**Reading Assignments**
Classpack

Week 15, December 10

**Topic(s)**
Sharing approaches, problems, successes and ideas

**Assignments Due**
Twelfth lesson plan due
Bring binders and journals to class – all lesson plans due
Studio examples due

Week 16, December 17

FINAL – Return of papers, binders and journals, lesson plans and examples
Who must take this course?

Externs and Interns in the Single Subject Credential Program enroll in Art 449E/I. Completion of 449E in the fall confirms preparation for student teaching in the spring. Art 449E and Art 449I provide evaluation of Extern and Intern performance utilizing digital reporting on the Department of Secondary Education website, as well as individualized observational reports written expressly for the student teachers.

Teacher candidates demonstrate progress towards teaching during 2 to 3 observation sessions conducted at the candidate’s placement school. Observations involve 2 or more periods of attendance by the supervisor to Extern / Intern classrooms, conferences with candidates, master teachers and visual art supervisors. Communication for the class is conducted by E-mail and telephone, and often during meetings of the Art 442 and Art 449S class seminars.

Planning for extern visits will occur in mid October, although we will be in contact with Master Teachers before that time. A schedule for observations in the spring will be set early in the spring semester.

Final Assessment of 449E and 449I--Grading

The lesson plans and quality of preparation at your residency site are the basis for grade. Students earn Credit or No Credit for this course. This means that a B average is expected in assignments. Students use the lesson plan format for Art as practiced in Art 441 and 442. Externs prepare lessons throughout the semester in Art 442, that are then utilized during the spring semester. Lesson plans for the lesson being taught during an observation will be given to the observer before the observation. Students provide a lesson plan for the whole lesson, even if we only see a small portion of the whole.

Final assessment involves supervisors and master teacher evaluating each candidate according to the Teacher Performance Expectations (TPE). The passing standard shall be “Emerging” or “basic” in all categories of the TPE. In some cases where a supervisor has not seen a particular standard, the master teacher may provide verification.

Philosophy of Supervision
Supervisors advocate for the best interests of single subject candidates as they progress towards the Preliminary credential. The whole year in the classroom with gradual induction into teaching responsibilities provides candidates with extensive opportunities to gain practical competence in teaching visual art. Success involves planning and preparation, but also meaningful reflective practice, which is an aspect of supervision.

The observations enable knowledgeable conversations about the dynamic environment of the classrooms. The experience of developing a teacher’s stance connects everyone to new understandings of professionalism.

We look at your fieldwork in its best light. We respect the complex relationships of teaching preparation and adjustments each school classroom needs. We respect the community of learners in the classroom and acknowledge the master teachers point of view. We are guests in the classrooms for one year. All candidates should prepare and deliver standards based curriculum represented in written lesson plans, demonstration pieces, and material preparation. Detailed lesson plans and follow-up reflections are evidence of this.

**OBSERVATION SCHEDULING TO BE ANNOUNCED AFTER THE 6th WEEK**

Extern observations will occur after the 8th week of the term. The majority of observations will occur during the weeks of October 26- through December 14. Intern observations will be scheduled beginning in the first week of the spring semester.

There will be no ‘surprise’ observations by CSUF supervisors! At the judgment of each supervisor, Externs / Interns can be observed in consecutive periods in order to meet the two-observation requirement, although this is not necessarily the norm.

Many Externs interpret and teach the MT’s lessons. The first observation is an opportunity for Supervisors to confer with Master Teachers and candidates on the progress towards addressing the diverse tasks of classroom teaching, as well as reflective understandings of your context.

The second observation looks for emerging skills in the Teacher Performance Evaluation. There is an option for supervisors or master teachers to request a 3rd observation, but only where aspects of the TPE cannot be inferred from the first two visits, or there are concerns in preparation for the E/I-4 Final Evaluation.

**“Conditions” for continuing to Intern Status**

Observers prepare and evaluate the EI-3 and EI-4 for all candidates. In very few instances candidates have “conditions” placed upon the EI-4, which relate to specific areas of the TPE that have not been observed within the Extern semester.
Candidates must address these conditions prior to beginning the Intern semester. More communication with the master teacher may be needed and, if necessary, a third observation—usually in January.

You will be ready for the rigors of the Intern Semester! Every effort should be in place for the hand-off of the classroom during the Intern Semester. The CSUF program will be implementing a “co-teaching” model which should make the process of gradual immersion into teaching more straightforward.

**Formal Evaluations of Extern / Intern Teaching**

The standard of Secondary Education is candidates attain the level of “basic” in each of the categories. “Not met” or “not observed” often resolve with further observation, or discussions with MT.

Observation requires an interpretive process composed of notes about the flow of activity in the classroom onto the observation form. The comments include: responses or behaviors by students, descriptions of lesson progress and interpretive connections to specific actions with a TPE.

This commentary contributes to the reflection on performance by student teachers, discussed later in conference. Candidates also receive the original observation notes. Copies of the two observations become part of the Credential File for each candidate.

At some schools both master teacher and candidates may already share observation notes, or the MT shares anecdotes. Master teacher observations should contribute to discussions about your growing understanding of professional teaching. Though valuable mentoring experiences, these are advisory, and do not become part of the teaching preparation file.

Part of the observation process sometimes includes a conference with Master Teachers. The majority of Master Teachers readily adapt to the digital reporting requirements of CSUF Secondary Education. If necessary, students will instruct Master Teachers to print out the completed form, sign it and bring it to the supervisors.

**Extern / Intern Responsibilities at Observations**

Prior to visit provide supervisors with a map of campus, and bell schedule.

Become familiar with the digital forms in the Secondary Education Handbook including observations and evaluations such as the E/I-3 in the Fall Semester. Some of the forms require that you also assess your own performance, or require
your signature on the original. Familiarize your master teachers with digital reporting requirements early in the semester.

Strongly encourage your Master Teacher to attend together the master teacher orientation session with CSUF. There is also a chapter on the expectations for each semester of student teaching, spelling out the responsibilities of the Master Teacher and student teacher.

**List of Documents completed and collected in Art 449E**

Fall 2012 the Department of Secondary Education continues to collect all forms online using a secure system accessible to student teachers, master teachers and supervisors.

- Observation 1—Completed 8-11 weeks by the Supervisor
- Lesson Plan for each class observed

- Observation 2—Completed 12-16 weeks by the Supervisor
- Lesson Plan for each class observed

- E I-3—Completed near end of semester by Externs, Master Teachers, and Supervisor
- E I -4 --**Completed by Master Teachers and Supervisor only**

**Reminder:** Keep copies of all items for their own back-up file. A PDF file is the accepted standard document format for digital copies with signatures.

Check the Single Subject Credential Handbook located on the Secondary Education Website for these required forms and all of the forms necessary for the Intern Semester as well.
Spring 2013 Syllabus       Art 449I

Jim Dahl jdahl@fullerton.edu
Office: (657) 278-5340   Cell: (714) 308-3194

Elizabeth Holster eholster@fullerton.edu
Office: (657) 278-7378

MISSION STATEMENT

The Department of Secondary Education endeavors to develop quality secondary school teachers. We provide a program that reflects the complex contexts of the secondary classroom and models a professional community where learning is interactive and dynamic. Our philosophy is to prepare educational leaders through a course of study of current research in curriculum and instruction. We develop students as life-long learners, reflective practitioners, and change agents who positively influence decision-making in schools and communities to improve the education of adolescents.

OVERVIEW 449S and 449I

These two courses contribute to comprehensive, subject matter based experience in teaching the visual arts in secondary school. The Seminar meets weekly, has regular readings and a series of assigned tasks. Art 449I immerses students in teaching a supervised internship-residency at a secondary school site for the equivalent of three periods per day in addition to two periods of preparation and conference at their schools. 449I students work with supervisors and master teachers to assemble and reflect on experiences as they earn the Single Subject Credential in Visual Art. The Seminar provides student teachers with sanity of common community and learning structure for expanding awareness of teaching during the overwhelming experience as a novice teacher. See the last page of Syllabus for details on 449I expectations.

Grading in both courses is pass/fail. Pass means performance of B level work is the minimum for passing.

Internship and supervision, this course assists with creating a broad and effective concept teaching the visual arts through an engaged practice. Your primary responsibility is toward the Internship, the seminar provides an invaluable opportunity to reflect upon and prepare for a career. Attendance is thus a crucial aspect of success in the course, especially at the Internship where you are the teacher for 3 classrooms of students! Given complicated schedules within your schools, please communicate with the instructor if you must miss the class, but more importantly communicate with school master teachers.

We shall reflect upon teaching experiences in conferences following observations. The seminar will be a social environment. Everyone is expected to contribute during discussions, and make every effort to keep up with the work of the class. Obviously each member of the class has a primary responsibility toward their classroom preparation--the work of the Art 449I course consumes 10 units of the semester!
449I COURSE REQUIREMENTS:

Advice 1: Maintain copies of documents you submit; be aware of the documentation needed from your master teachers. This is doubly important because all reports are submitted digitally in the CSUF Credential Program.

Advice 2: Seek assistance from your supervisor for difficulties arising at your placement. We are not present everyday and need regular updates. Do not wait for crisis to communicate concerns about your placement. You have already completed one semester in the classroom, but new dilemmas may arise now that you are an Intern. Keep the Supervisor in the loop!

You must be teaching¹ in classrooms specified on the official 449I Factsheet.

Professors Betsy Holster and Jim Dahl will observe six or more periods of instruction at classroom residencies using Teaching Performance Expectations (TPE) to evaluate. We will prepare schedules of observation that reflect your teaching placement schedule. Student teachers remain in the classroom until the completion of the school semester. Assuming you complete with passing scores all aspects of the Credential Program, each candidate will have earned the Preliminary Credential Single Subject in Visual Art by the end of the CSUF semester.

Your Master Teachers need to complete the TPE forms for Midterm STI-1 and the Final STI-2. Student teachers complete the STI-1, usually about the 7-8th week, just before or right after the Spring break of CSUF. Though many master teachers will regard this as a routine checklist, use responses to the TPE to discuss how to improve your performance. Often supervisors will indicate suggestions with reference to the TPE that applies.

The TPE forms are available for downloading on the secondary education website.

We will continue to use the electronic reporting system for Intern evaluation by master teachers, supervisor and interns. An Adobe “PDF” file serves as an official document if you still need to print and write on forms. The norm for submission remains uploading to Secondary Education website.

An STI-3 is completed by all student teachers. This document is submitted to your TPA seminar course leader. We will have discussions and supportive activity for preparation of this structured statement on your expectations for the future.

Submit Lesson Plans Each Week, or as they are prepared by you for a new Unit.

¹ If you are approved for Substitute Teaching for occasional coverage of other classrooms, this must not interfere with your primary responsibility to teach classes represented on the 449I Factsheet.
You must have a lesson plan to be teaching! Please submit lesson plans in the CSUF format to your supervisor and to the 449S Seminar instructor.

A schedule for observations will be planned with student teachers and supervisors early the semester. Student teachers, supervisors and master teachers will maintain close contact. Notify the supervisor if you learn of a schedule change at your school that affects an observation.

**LIST of DOCUMENTS to be completed in Art 449I**

5-6 Observations—completed by Supervisor—each will have a lesson plan written by Intern

STI-1 Midterm TPE Evaluation—Submitted To Secondary Education Online by Master Teacher and Supervisor.

STI-2 Final Evaluation—Submitted to Secondary Education Online by Master Teacher and Supervisor.

Note: Copies of the STI-1 and STI-2 documents are E-mailed to Interns once they are uploaded to the Secondary Education Site.
CALIFORNIA STATE UNIVERSITY, FULLERTON
College of Education
Department of Visual Arts
ARTE 449S Seminar in K-12 Teaching
Spring 2015

Location: VA 180
Day and Time: W 4- 6:45 pm
Instructor: Elizabeth Holster
Office: VA 177
E-mail: eholster@fullerton.edu
Phone: 657-278-7378
Office hours: Mondays 4-7 pm
Technical support: (657) 278-7777

Table 1: Education Unit Conceptual Framework

<table>
<thead>
<tr>
<th>EDUCATION UNIT CONCEPTUAL FRAMEWORK</th>
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<tr>
<td><strong>Mission</strong></td>
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<tr>
<td>The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.</td>
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<tr>
<th>Program Outcomes and Indicators</th>
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<tr>
<td>After successful completion of a program of study, our credential recipients and program graduates are:</td>
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1. **Knowledgeable and Competent Specialists who**
   a) demonstrate a strong foundation of knowledge
   b) implement effective practice
   c) use current technologies for teaching and learning

2. **Reflective and Responsive Practitioners who**
   a) advance just, equitable, and inclusive education
   b) make informed decisions
   c) participate in collaborative endeavors
   d) think critically and creatively

3. **Committed and Caring Professionals who**
   a) demonstrate leadership potential
   b) maintain professional and ethical standards
   c) engage in continuous improvement
PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES
Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found at the faculty documents section of the COE website.

RESPONSE TIME
I will respond to emails within 48 hours except on the weekends. I am online daily and can also be reached by phone at 657-278-7378.

COURSE DESCRIPTION
Taken concurrently with ARTE 449I. Seminar in teaching a single subject visual art in K-12 schools, with an emphasis on secondary schools. Credit/No Credit only. A “B” (3.0) or better is required to receive a grade of credit.

STUDENT LEARNING GOALS AND RELATED OBJECTIVES
This section presents the course’s student learning goals and lists the learning objectives related to each goal. The objectives indicate the competencies candidates will develop by the end of the course.

Course Goals:
- Analyze critical issues in Art Education
- Cover a broad range of instructional techniques appropriate to different learning styles, and divergent student populations.
- Learn skills and fundamental knowledge necessary for teaching art in the secondary school.
- Gain insight into National and State Guidelines for Art Education
- Students will gain a sense of the continuum of art and art history and an understanding of where we stand within this larger framework.

Course Objectives:
- Students will demonstrate a clear understanding of the current philosophy of Art Education and will be able to communicate the goals and objectives of Art Education at secondary and post-secondary levels.
- Students will gain an understanding of the role and value of art for secondary students that they can confidently convey to students, administrators, and parents.
- Students will explore a variety of media, gaining knowledge, insights and skills to properly teach these concepts to secondary students using aesthetics, art criticism, and art history in conjunction with art production.
- Students will develop the ability to evaluate student achievement in art using a variety of measures.
- Students will gain a working knowledge of the ‘California Visual and
Performing Arts Contents and Standards Framework’ as well as ‘Discipline Based Art Education’ that will be used in the creation of curriculum and assignments.

REQUIRED TEXTS
Becoming an Art Teacher – Jane K. Bates

OTHER REQUIRED MATERIALS
ClassPack from X-Copy

ATTENDANCE
- Attendance is mandatory at all class meetings and field trips. Your grade will be lowered one full letter grade for every three unexcused absences. Absences will be excused only with written verification of illness and/or the instructor’s approval. Two tardies (12 minutes or more late) will equal one unexcused absence. Class participation is an important component of your grade. Arriving late and/or leaving early will adversely affect your grade.

GRADING POLICY AND GRADING STANDARDS FOR THE COURSE
- This course is credit / no credit. Students must achieve higher than a C to receive credit.

There are 300 possible points. The grade breakdown is as follows:
- 270-300 = A
- 240-269 = B
- 210-239 = C
- 180-209 = D
- 179 and below = F

ASSIGNMENTS (Descriptions follow.)
- Points will be allocated in the following percentages:

  Art Resource Notebook / Portfolio: 25%
  Brochure for Portfolio: 15%
  Lesson Plans / documentation of competency: 30%
  Journal / Classroom Attitude and Participation: 30%

LATE ASSIGNMENTS
Assignments will lose a point for each day they are late up to a maximum of 5 points lost. Assignments will not be accepted beyond one week past the due date without permission of instructor. The grading scale will include +/- (plus or minus).

ASSIGNMENT DESCRIPTIONS
Class Discussions and Activities:
This includes informed discussion with active participation during class, reflective journal writing on pertinent topics, and completion of all in-class work.

Brochure for Portfolio:
Students will create a brochure that will highlight their strengths for interviews.

Planning Portfolio:
Students will organize all materials into a Planning Portfolio Binder that will include all
lesson plans, written work, and all additional materials collected by the student.
Lesson Plans demonstrating competencies in all required areas

MATERIAL REQUIREMENTS
   3-ring binders with several divider tab sheets for Planning Portfolio
   Blank and lined paper, three-hole punched to fit in the Planning Portfolio
**You will need a Flash Drive dedicated solely to Art Education to save information and
articles and Lesson Plans from other sources.

UNIVERSITY INFORMATION

Health and Safety
   Many art supplies are potentially dangerous. Read all labels, follow directions and use good
judgment. Spray adhesives, paints and fixatives may not be used indoors, and their use
outdoors must show respect for the University campus facilities. For additional information
on University policies regarding the use and disposal of solvents, and other health concerns
please check: http://ehis.fullerton.edu/safety4students.

Art Class Content Disclaimer
   In the study of art, students can expect to encounter and critically appraise materials that may
differ from and perhaps challenge familiar understandings, ideas, and beliefs. Art classes
frequently include physical nudity, content, and imagery that may be considered controversial,
offensive, or in conflict with some ethical or religious beliefs. Diverse ideas will be discussed
with civility and cooperation. Students are encouraged to meet with a faculty member to express
specific concerns. When not in conflict with the academic goals of the course, the faculty
member will attempt to address these concerns and the applicable course requirements.

Titanium
   As a registered student you are enrolled in Titanium. You may access Titanium for all your
classes by clicking on your student portal, found on the CSUF website. Problems? Contact (657)
278-5619. If you still need more help, contact (657) 278-7777. Check Titanium weekly, the night
before class, for any pertinent or last minute, updated information.

Students with Special Needs
   Please inform the instructor during the first week of classes about any disability or special needs
that you may have that may require specific arrangements related to attending class sessions,
carrying out class assignments, or writing papers or examinations. According to California State
University policy, students with disabilities must document their disabilities at the Disability
Support Services (DSS) Office in order to be accommodated in their courses.

Academic Dishonesty Policy
   Academic dishonesty includes such things cheating, inventing false information or citations,
plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves
an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact
does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for
work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is
defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021 found at the UPS section of the Academic Senate website.

**Two week plan for distant instruction should on-campus instruction be interrupted**

In case of instruction interruption, please check the course website for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Titanium groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444

**Emergency Contact**

In the event of emergency, contact the University Police at (657) 278-3333. Additional information can be found at the CSUF Emergency Preparedness website.

**Library Support**

Pollak Library Assistance available for Online Students with online instruction guidelines are available on the CSUF library website.

**Policy on Retention of Student Work**

It is the student’s responsibility to request the return of student work within one semester after a grade is assigned for each course. If the student does not request the return of their work within that time, the faculty has no further obligation to retain said work.

I will keep any student work or portfolio binders left behind for one additional semester in my office and they may be picked up during office hours or by appointment.
TENTATIVE SCHEDULE – Readings are to be done BEFORE class meets

Week 1, January 21

Topic(s)
- Check-in
- Review deadlines and expectations

Assignments Due
- Ready to discuss topics from readings
- Lessons demonstrating competencies

Reading Assignments
- Classpack

Week 2, January 28

Topic(s)
- Assessments

Assignments Due
- Ready to discuss topics from readings
- Lessons demonstrating competencies

Reading Assignments
- Classpack

Week 3, February 4

Topic(s)
- Best Practices / Instructional Techniques

Assignments Due
- Ready to discuss topics from readings
- Lessons demonstrating competencies

Reading Assignments
- Classpack

Week 4, February 11

Topic(s)
- Common Core

Assignments Due
- Ready to discuss topics from readings
- Lessons demonstrating competencies
Week 5, February 18

Topic(s)
Common Core

Assignments Due
Ready to discuss topics from readings
Lessons demonstrating competencies

Reading Assignments
Classpack

Week 6, February 25

Topic(s)
Professional Teaching portfolio

Assignments Due
Ready to discuss topics from readings
Lessons demonstrating competencies

Reading Assignments
Classpack

Week 7, March 4

Topic(s)
Classroom Management and Discipline

Assignments Due
Design and print a brochure for your portfolio
Ready to discuss topics from readings
Lessons demonstrating competencies

Reading Assignments
Classpack
Review last chapters on interviews and job applications in Bates

Week 8, March 11

Topic(s)
Classroom Procedures

Assignments Due
Ready to discuss topics from readings
Lessons demonstrating competencies
Reading Assignments
Classpack

Week 9, March 18

Topic(s)
The Flipped Classroom

Assignments Due
Ready to discuss topics from readings
Lessons demonstrating competencies

Reading Assignments
Classpack

Week 10, March 25

Topic(s)
School Law for Educators

Assignments Due
Ready to discuss topics from readings
Lessons demonstrating competencies

Reading Assignments
Classpack

Week 11, April 8

Topic(s)
Special Education

Assignments Due
Ready to discuss topics from readings
Lessons demonstrating competencies

Reading Assignments
Classpack

Week 12, April 15

Topic(s)
Interviewing for a Teaching Job

Assignments Due
Ready to discuss topics from readings
Lessons demonstrating competencies
Reading Assignments
Classpack

Week 13, April 22

Topic(s)
More on the Professional Portfolio

Assignments Due
Ready to discuss topics from readings
Lessons demonstrating competencies

Reading Assignments
Classpack

Week 14, April 29

Topic(s)
Licensing / Certification
Updating resumes

Assignments Due
Ready to discuss topics from readings
Lessons demonstrating competencies:
Check to see what remaining areas need to be documented

Reading Assignments
Classpack

Week 15, May 6

Topic(s)
Sharing approaches, problems, successes and ideas
Meet and greet with new student teachers

Assignments Due
Any last questions – bring to class
Group sharing of binders

Week 16, May 13

FINAL – Return of papers, binders and journals, lesson plans and examples
Recommended Process for Completing this Evaluation:

- The Teacher Candidate should identify the Lesson Plan Topics and Dates for which proficiency in the standard is demonstrated.
- The 449S Instructor should review lesson plans and record the date of review to confirm that the Teacher Candidate has met the requirements.
- When all elements have been met, both the Teacher Candidate and the 449S Instructor should sign this form and provide the original to the Teacher Candidate for record keeping.

Successful completion of this evaluation should be noted in 449S.

<table>
<thead>
<tr>
<th>Single Subject Art Candidates demonstrate ability to:</th>
<th>Completed by - Teacher Candidate</th>
<th>Instruct</th>
<th>Lesson Topic</th>
<th>Lesson Date</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Generic to all Subject Areas</td>
<td></td>
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</tr>
<tr>
<td>1. Plan and organize instruction to foster student achievement of state-adopted K-12 academic content standards for students in the subject area.</td>
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<td>2. Use instructional strategies, materials, technologies and other resources to make content accessible to students.</td>
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<td>3. Interrelate ideas and information within and across major subdivisions of the subject.</td>
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<tr>
<td>Specific to Art</td>
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<tr>
<td>4. Teach the state-adopted academic content standards for students in Art (Grades 7-12).</td>
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<td>5. Strategically plan, implement, and evaluate instruction that assures that students meet or exceed the visual arts content standards.</td>
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<td>6. Balance instruction between the gathering of information, the development of skills and techniques, and the expression of ideas in both written and visual forms.</td>
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<td>7. Model and encourage student creativity, flexibility, and persistence in solving artistic problems.</td>
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<td>8. Provide secure environments that allow students to take risks and approach aesthetic problems in multiple ways.</td>
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<td>9. Have explanations, demonstrations, and planned activities that serve to involve students in learning experiences that help them process and respond to sensory information through the language and skills unique to the visual arts.</td>
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<td>10. Help students discover ways to translate thoughts, perceptions, and ideas into original works of art using a variety of media and techniques.</td>
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<td>11. Establish and monitor procedures for the safe care, use, and storage of art equipment and materials.</td>
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<td>12. Teach students about the historical contributions and cultural dimensions of art, providing insights into the role and development of the visual arts in past and present cultures throughout the world.</td>
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<td>13. Emphasize the contributions of art to culture, society, and the economy, especially in California.</td>
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<td>14. Guide students as they make informed critical judgments about the quality and success of artworks, analyzing the artist’s intent, purpose, and technical proficiency.</td>
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<td>15. Connect and apply what is learned in the visual arts to other subject areas.</td>
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<td>16. Understand how to relate the visual arts to life skills and lifelong learning; they provide information about opportunities for careers in art.</td>
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Signature of Teacher Candidate  
Date

Signature of 449S Instructor  
Date
EDSC 304: Personal Proficiency in Educational Technology
(3 units)

**Instructor:** Patrick C. Guggino, Ph.D.  
**Course Location:** EC-31  
**Course Day/Time:** Tuesday, 7-9:50

**Office:** CP 600-7  
**E-mail:** pguggino@fullerton.edu  
**Phone:** (909) 762-6481

**Office Hours:** Monday 3:00-4:45 pm or by appointment

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### Course Syllabus and Calendar

**California State University Fullerton**

**Department of Secondary Education**

**EDSC 304: Personal Proficiency in Educational Technology**

#### Education Unit Conceptual Framework

*a transformational journey toward achievement and achievement*

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Course Location</th>
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<tbody>
<tr>
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### College of Education and Department of Secondary Education Mission and Goals

#### Core Values

We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

#### Mission Statement

Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

#### Student Outcomes and Indicators

After successful completion of a program of study, our credential recipients and program graduates are:

**Outcome 1: Knowledgeable and Competent Specialists**

- Demonstrate strong foundation in subject matter or field of study
- Demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- Demonstrate ability to use technology as a resource

**Outcome 2: Reflective and Responsive Practitioners**

- Promote diversity
- Make informed decisions
- Engage in collaborative endeavors
- Think critically

**Outcome 3: Committed and Caring Professionals**

- Become change agents
- Maintain professional and ethical standards
- Become life-long learners

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### The Mission of the Department of Secondary

The Mission of the Department of Secondary Education is to develop quality secondary school teachers. We are committed to providing a program that reflects the complex contexts of the secondary classroom and models a professional community where learning is interactive and dynamic. Our philosophy is to prepare educational leaders through a course of study which bases practice upon knowledge of current research in curriculum and instruction. We develop students as life-long learners, reflective practitioners, and change agents who positively influence decision-making in schools and communities to improve the education of adolescents.

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### Department of Secondary Education Guidelines and Policies

#### Single Subject Credential Program

**Technology Competency Policy**

In prerequisite and credential courses in the Single Subject Credential Program, students will be expected to:

1. Meet California State Fullerton’s level of computer competency for entering freshmen ([link](http://www.fullerton.edu/senate/PDF/300/UPS320-030.pdf)): All entering students are expected to be knowledgeable in the use of a personal computer (PC or Macintosh) prior to being admitted to the university. Entering students should have 1) the ability to use a personal computer to locate, create, move,
EMERGENCY PROCEDURE NOTICE TO STUDENTS

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personnel responsibilities and the University's emergency response procedures. In the event of an emergency please adhere to the following guidelines.

Before an emergency occurs-
1. Know the safe evacuation routes for your specific building and floor.
2. Know the evacuation assembly areas for your building.

When an emergency occurs-
1. Keep calm and do not run or panic. Your best chance of emerging from an emergency is with a clear head.
2. Evacuation is not always the safest course of action. If directed to evacuate, take all of your belongings and proceed safely to the University's emergency response procedures. In the event of an emergency please adhere to the following guidelines.
nearest evacuation route.
3. Do not leave the area, remember that faculty and other staff members need to be able to account for your whereabouts.
4. Do not re-enter building until informed it is safe by a building marshal or other campus authority.
5. If directed to evacuate the campus please follow the evacuation routes established by either parking or police officers.

After an emergency occurs-
1. If an emergency disrupts normal campus operations or causes the University to close for a prolonged period of time (more than three days), students are expected to complete the course assignments listed on the syllabus as soon as it is reasonably possible to do so.
2. Students can determine the University's operational status by checking the University's web site at http://www.fullerton.edu, calling the University's hotline number at 657-519-0911, or tuning into area radio and television stations. Students should assume that classes will be held unless they hear or read an official closure announcement.

EMERGENCY CALLS DIAL 9-1-1
All campus phones and cell phones on campus reach the University Police Department
24-hour recorded emergency information line: (657) 519-0911

TWO WEEK PLAN FOR DISTANCE INSTRUCTION SHOULD ON-CAMPUS INSTRUCTION BE INTERRUPTED
In case of instruction interruption, please check the course Blackboard site for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Blackboard groupings), and text and electronic readings. For additional information, call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 714-278-4444.

California State Commission on Teacher Credentialing Policies and Guidelines

California Commission on Teacher Credentialing
The Single Subject Credential Program at California State University Fullerton is fully accredited by the California Commission on Teacher Credentialing (CTC) and the National Council for Accreditation of Teacher Education (NCATE). The College of Education and all associated programs passed the most recent accreditation with a 100% rating (Excellent job CSUF!). The Single Subject Credential Program adheres to all the CTC requirements on teacher credentialing. Information on credential program requirements, accreditation and steps to earning a teaching credential in California can be accessed at: http://www.ctc.ca.gov

California Standards for the Teaching Profession
The Single Subject Credential Program promotes and incorporates the California Standards for the Teaching Profession (CSTP). The Standards are based on current research and expert advice pertaining to best teaching practice. The Standards are organized around six interrelated categories of teaching practice. The six standards are for:
- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator
Together these six standards represent a developmental, holistic view of teaching and are intended to meet the needs of diverse teachers and students in California. Each standard is introduced in narrative which can be accessed at: http://www.ctc.ca.gov/reports/cstpreport.pdf

Teaching Performance Expectations
Based on the California Standards for the Teaching Profession, the Teaching Performance Expectations (TPE) describe the set of knowledge, skills and abilities beginning teachers should have and be able to demonstrate. The complete text of the TPEs can be accessed at: http://www.ctc.ca.gov/educator-prep/TPA-files/CandidateHandbook-AppendixA-TPEs.pdf

Teaching Performance Assessment
Based on the Teaching Performance Expectations, the Teaching Performance Assessment (TPA) evaluates beginning teacher’s competencies in the six standard domains. EDSC 310 introduces the TPA and provides an overview of its implementation in the Single Subject Credential Program. Additional information regarding the TPA can be accessed at: http://www.ctc.ca.gov/educator-prep/TPA.html

Course Policies, Objectives, Requirements and Expectations

Course Catalog Description
EDSC 304 Proficiency in Educational Technology for Secondary Teachers (3): Development of personal proficiencies in educational technologies to facilitate the teaching process. Training in computer hardware and software terminology; spreadsheets, word processing, publication and presentation applications; internet search and retrieval; information literacy; electronic communication and awareness of legal and ethical issues. Meets the state requirement for single subject preliminary credential.
Collaboration with Intel® Education

The College of Education at California State University Fullerton is proud to collaborate with Intel Education to prepare teachers to support student-centered learning through technology integration. As part of this collaboration, participants in EDSC 304 will receive free curriculum materials and access to the Essentials Online Course. For additional information about the Intel Teach Program Essentials Online Course and other programs and resources to support teachers, visit the Intel Education website at www.intel.com/education/teach.

Course Website (TITANium)

Online course information is available on TITANium. Go to http://www.fullerton.edu/ and click on my portal. Students are expected to read the announcements on TITANium each week during the duration of the course.

Contact the Help Desk (657) 278-7777 for Technical Difficulties

**It is recommended you use the Firefox web browser to ensure a smooth Blackboard experience. If you don’t have Firefox installed, you can download it at www.firefox.com

Course Communication

All course announcements and personal e-mail are sent through TITANium. TITANium only uses CSUF e-mail accounts. Therefore, you MUST check your CSUF e-mail on a regular basis (several times a week) for the duration of the course.

WEB Course Requirements

Students who enroll in a WEB course MUST:
1. abide by the single subject credential program technology competency policy outlined above;
2. have frequent and dependable internet access with a high speed modem;
3. utilize the latest version of a reliable web browser (preferably Internet Explorer, Mozilla Firefox or Safari);
4. utilize a computer that has anti-virus software installed;
5. utilize Microsoft® Office 2007 (word, powerpoint, excel, publisher);
6. type and electronically submit all assignments through TITANium; and
7. be WEB savvy (know how to search, troubleshoot, bookmark, use web collaboration and social networking sites, etc.).

Netiquette

Each student is expected to conduct himself/herself in a professional manner during the class - taking full advantage of the learning opportunities available. This includes completing all online discussions and assignments, adhering to proper netiquette, and so on. Netiquette refers to a set of behaviors that are appropriate for online activity - especially with e-mail and threaded-discussions. The core rules of netiquette can be found at http://www.albion.com/netiquette/corerules.html. Please read through these netiquette rules to ensure that you are familiar with what will be the expected online behavior for this course.

Student Learning Goals

The overall objective of Personal Proficiency in Educational Technology for Secondary Teachers is to provide students with the know-how to create pedagogically sound learning units using technology. Through hands-on activities students will develop a comprehensive standards-based unit of study in their content area that promotes the development of 21st century skills. Major emphasis will be placed on the use of word-processing, presentation, publication and spreadsheet software to create student learning tools, and the use of web-based collaboration and social networking sites to encourage cooperation, discussion and reflection. This 100% WEB course utilizes the Intel® Teach Essentials Course to help preservice teachers develop the capacity to support student-centered learning through technology integration and project-based approaches. The themes of the Essentials Online Course include:

- Using technology effectively in the classroom to promote 21st century skills
- Identifying ways students and teachers can use technology to enhance learning through research, communication, collaboration, and productivity strategies and tools
- Providing hands-on learning and the creation of curricular units and assessments, which address state and national academic and technology standards
- Facilitating student-centered classrooms that encourage student self-direction and higher-order thinking

Collaborating with colleagues to improve instruction by problem solving and participating in peer review of units

Course Objectives

During the course the students will:
1. become familiar with the National Educational Technology Standards and Performance Indicators for Teachers (NETS*T);
2. explore project-based learning;
3. identify content standards, create objectives, and develop curriculum-framing questions for units of study;
4. incorporate 21st century skills into lesson objectives and activities;
5. utilize word-processing, presentation, publication, spreadsheet, and audio-visual software to create student samples, assessment rubrics, student support and facilitation tools, visual aids and teacher management tools;
6. utilize web-based collaboration and communication sites, and explore how to use such tools in instructional design;
7. explore and evaluate internet resources for use in research;
8. examine and discuss copyright laws and Fair Use guidelines as they pertain to education;
9. discuss ways to ensure students use the Internet safely and responsibly;
10. research ways to differentiate instruction for all students;
11. reflect on effective pedagogical practices; and
### Course Syllabus and Calendar

<table>
<thead>
<tr>
<th>12. reflect on assessment practices.</th>
<th>Required Textbook</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Planned Assignments and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the course students will develop both a Teacher Site and a Digital Unit Plan, and will engage in class discussions and technology-rich activities.</td>
</tr>
</tbody>
</table>

#### Teacher Site
Students will develop a teacher website to manage their future classroom and communicate with students and parents. The teacher site includes:

1. information about the teacher and the class
2. a course question
3. a timeline on the history of (algebra, biology, history, etc.)
4. tools on how to use the Internet safely and effectively
5. an annotated list of appropriate websites
6. digital interactives for student engagement
7. a class blog

#### Digital Unit Plan
Students will choose a unit of study based on California State Standards, and will design a comprehensive plan that incorporates instructional objectives and procedures, assessment processes, and differentiated instruction. The unit plan includes:

1. learning objectives and curriculum-framing questions;
2. an assessment to gauge students’ needs;
3. a teacher lecture presentation;
4. a multimedia project with student planning guide, sample, assessment tool, and support tool;
5. a web-based student learning activity;
6. a graphic organizer activity
7. an assessment plan; and
8. unit appropriate resources

<table>
<thead>
<tr>
<th>Authentication of Student Work</th>
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</thead>
<tbody>
<tr>
<td>Authentication of student work is important in an online class. This is accomplished by requiring multiple measures of student performance, including discussion board postings, individual email conversations, and the multiple assignments you are required to complete. Because many assignments are aligned to your teaching, they allow you to create practical and unique resources for your use as a classroom teacher.</td>
</tr>
</tbody>
</table>

#### Blog Posting Guidelines
Students will be expected to respond to writing prompts that show an in-depth understanding and reflection of the class readings, presentations, past experiences and personal work in the course. Students are expected to post responses to the prompt by the deadline indicated on the course calendar. The rubric used to grade the blog responses can be found in the Course Information tab on Blackboard.

#### Grading Policy for the Course
This course is letter grade only, A, B, C, D, F. *An average of 3.0 is required over the prerequisite courses (EDSC 310, 320, 330 & 340) for admission to the Single Subject Credential Program.*

The grade breakdown is as follows:

- Teacher Site – 75 points
- Unit Plan – 150 points
- Discussions – 75 points
- **Total – 300 points**

- A = 270-300
- B = 240-269
- C = 210-239
- D = 180-209
- F = 179 and below

*Assignment Submission Policy:* Assignments and forms are due at the end of the week for which they are assigned and must be submitted through the assignment portal on Blackboard. Assignments will not be accepted as attachments to e-mail unless authorization is given by the instructor.

*Late Work Policy:* Grades for late assignments and required forms will be reduced 10% each day after the assignment due date (up to 50%).
Course Syllabus and Calendar

How can technology be used most effectively to support and assess student learning?

This course is designed to help answer this essential question. By the end of the course you will be able to identify, evaluate, assess and reflect on:
- Project-based learning
- 21st century skills
- Learning objectives
- Visuals for learning
- Student assessment
- Unit plan design and implementation
- Differentiated instruction for students with special needs

### Course Calendar

#### EDSC 304 Course Calendar & Assessment Plan

<table>
<thead>
<tr>
<th>Week</th>
<th>Slice</th>
<th>Activities/Assignments</th>
<th>What’s Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td>• Step 1: Review Course Syllabus, Course Overview and Course Calendar</td>
<td>Introduction post (5)</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>• Step 2: Take an Online Readiness assessment</td>
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<td></td>
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<td>• Step 3: Introduce yourself in the class discussion forum</td>
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</tr>
<tr>
<td>Week 2</td>
<td></td>
<td>• Step 4: Review 21st Century Skills</td>
<td>Teacher Site – basics and share link (25)</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>• Step 5: Learn about the six categories of technology tools for teaching and learning</td>
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<tr>
<td></td>
<td></td>
<td>• Step 6: Begin your Teacher Site and share link</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td></td>
<td>• Step 7: Learn about technology tools for collection</td>
<td>Teacher Site – course question, Internet use and useful links (20)</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>• Step 8: Learn about Internet use and safety</td>
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<tr>
<td></td>
<td></td>
<td>• Step 9: Continue your Teacher Site by adding a course questions, Internet collection tools and useful links</td>
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<tr>
<td>Week 4</td>
<td></td>
<td>• Step 1: Learn about technology tools for organization</td>
<td>Teacher Site – timeline (10)</td>
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<tr>
<td></td>
<td>2</td>
<td>• Step 2: Continue your Teacher Site by adding a timeline</td>
<td>Discussion – reflections on timeline (5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Step 3: Reflect on your Timeline</td>
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<tr>
<td>Week 5</td>
<td></td>
<td>• Step 4: Learn about technology tools for interaction</td>
<td>Teacher Site – digital interactives (10)</td>
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<tr>
<td></td>
<td>2</td>
<td>• Step 5: Continue your Teacher Site by adding digital interactives</td>
<td>Discussion – digital interactive (5)</td>
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<tr>
<td></td>
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<td>• Step 6: Share your digital interactive with the class</td>
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<tr>
<td>Week 6</td>
<td></td>
<td>• Step 7: Learn about technology tools for communication</td>
<td>Teacher Site – course blog (10)</td>
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<td></td>
<td>2</td>
<td>• Step 8: Continue and finalize your Teacher Site by adding a course blog</td>
<td>Discussion – critique two Teacher Sites (10)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Step 9: Critique two classmate’s Teacher Sites</td>
<td></td>
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<tr>
<td>Week 7</td>
<td></td>
<td>• Step 1: Complete Intel Essentials Module 1</td>
<td>Discussion – summarize a unit plan example (5)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>• Step 2: Explore and discuss unit plan examples</td>
<td>Digital Unit Plan – basics and share link (20)</td>
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<tr>
<td></td>
<td></td>
<td>• Step 3: Begin your Digital Unit Plan and share link</td>
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<tr>
<td>Week 8</td>
<td></td>
<td>• Step 4: Learn how to design effective units</td>
<td>Discussion – Comment on unit plan topic (5)</td>
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<td></td>
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<td>• Step 5: Begin Intel Essential Module 2</td>
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<td>• Step 6: Comment on your Digital Unit Plan topic</td>
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<tr>
<td>Week 9</td>
<td></td>
<td>• Step 7: Complete Intel Essentials Module 2</td>
<td>Digital Unit Plan – assessment plan (30)</td>
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<td>3</td>
<td>• Step 8: Continue your Digital Unit Plan by creating an assessment plan</td>
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<td>• Step 9: Learn about technology tools for</td>
<td></td>
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</tbody>
</table>
## Course Syllabus and Calendar

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Slice 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class Attendance Oct 30</td>
<td></td>
</tr>
<tr>
<td>Step 1: Learn about technology tools for presentation</td>
<td></td>
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<tr>
<td>Step 2: Continue your Digital Unit Plan by creating a teacher lecture with guided notes</td>
<td></td>
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<tr>
<td>Step 3: Comment on presentation tools</td>
<td></td>
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<tr>
<td>Digital Unit Plan – teacher lecture and guided notes (30)</td>
<td></td>
</tr>
<tr>
<td>Discussion – comment on presentation tools (5)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Slice 4</th>
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<tbody>
<tr>
<td>Online Attendance Nov 6</td>
<td></td>
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<tr>
<td>Step 4: Complete Intel Essentials Module 4</td>
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<tr>
<td>Step 5: Continue your Digital Unit Plan by designing a student multimedia project</td>
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<tr>
<td>Step 6: Create a student sample for the multimedia project</td>
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<tr>
<td>Digital Unit Plan – student multimedia project and student sample (30)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 12</th>
<th>Slice 4</th>
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<tbody>
<tr>
<td>Online Attendance Nov 13</td>
<td></td>
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<tr>
<td>Step 7: Complete Intel Essentials Module 5</td>
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<tr>
<td>Step 8: Learn about online tools for creating assessments</td>
<td></td>
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<tr>
<td>Step 9: Create a rubric for the multimedia project</td>
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<tr>
<td>Digital Unit Plan – rubric for multimedia project (10)</td>
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<table>
<thead>
<tr>
<th>Week 13</th>
<th>Slice 5</th>
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<tbody>
<tr>
<td>In-class Attendance Nov 27</td>
<td></td>
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<tr>
<td>Step 1: Continue your Digital Unit Plan by creating a weercise activity</td>
<td></td>
</tr>
<tr>
<td>Step 2: Complete Essentials Module 6</td>
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<tr>
<td>Step 3: Discuss how to differentiate instruction using technology</td>
<td></td>
</tr>
<tr>
<td>Digital Unit Plan – weercise (10)</td>
<td></td>
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<tr>
<td>Discussion – differentiated instruction (5)</td>
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</table>

<table>
<thead>
<tr>
<th>Week 14</th>
<th>Slice 5</th>
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<tbody>
<tr>
<td>In-class Attendance Dec 4</td>
<td></td>
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<tr>
<td>Step 4: Learn about graphic organizers</td>
<td></td>
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<tr>
<td>Step 5: Continue your Digital Unit Plan by creating a graphic organizer activity</td>
<td></td>
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<tr>
<td>Step 6: Record and showcase your Digital Unit Plan</td>
<td></td>
</tr>
<tr>
<td>Digital Unit Plan – graphic organizer directions, sample and scoring guide (20)</td>
<td></td>
</tr>
<tr>
<td>Digital Unit Plan Showcase (10)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 15</th>
<th>Slice 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Attendance Dec 11</td>
<td></td>
</tr>
<tr>
<td>Step 7: Critique two classmate’s Digital Unit Plans</td>
<td></td>
</tr>
<tr>
<td>Step 8: Consider what you have learned</td>
<td></td>
</tr>
<tr>
<td>Step 9: Consider what you have yet to learn</td>
<td></td>
</tr>
<tr>
<td>Discussion – critique two unit plans (10)</td>
<td></td>
</tr>
<tr>
<td>Discussion – what have you learned (5)</td>
<td></td>
</tr>
<tr>
<td>Discussion – what you have yet to learn (5)</td>
<td></td>
</tr>
<tr>
<td>Teacher Site – 75 points</td>
<td></td>
</tr>
<tr>
<td>Unit Plan – 150 points</td>
<td></td>
</tr>
<tr>
<td>Discussions – 75 points</td>
<td></td>
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<tr>
<td>Total – 300 points</td>
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</tbody>
</table>

### EDSC 304

#### Scoring Guide for Teacher Site

<table>
<thead>
<tr>
<th>Due</th>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basics</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Slice 1 Site has appropriate name and professional design and format</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Sidebar includes organized navigation, CSUF logo, and to whom to direct inquiries (includes multiple ways to contact instructor)</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>
## Course Syllabus and Calendar

### Home Page

<table>
<thead>
<tr>
<th>About your Teacher</th>
<th>Includes minimum of four sentences about you</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>About the Course</td>
<td>Includes definition/description of at least one class that could be taught</td>
<td>3</td>
</tr>
<tr>
<td>Two gadgets</td>
<td>Are appropriate for content area and grade level</td>
<td>2</td>
</tr>
</tbody>
</table>

### Slice 1

| What is (English, History, Science, Algebra)? | Includes description/definition of content area and at least one example or link | 4 |
| Important Policies | Includes information for explains appropriate rules for classroom conduct and work, absent students, extra credit, or other policies | 2 |

### More

| Course Question Page | Identifies course question and provides two links to information that helps students answer questions | 5 |
| Useful Links        | Provide a minimum of 10 resources for secondary students (these are not useful links for the teacher) | 10 |
| Internet Use        | Page provides a minimum of three tools for students to use the Internet | 10 |

### Slice 2

| Timeline           | On history of subject or some other important aspect of your discipline (timeline must include a minimum of 10 events) | 10 |
| Digital Interacts  | Includes at least two digital interactive tool activities directions and samples safely, responsibly and effectively | 10 |
| Course Blog        | Includes minimum of 3 sample entries with appropriate images, videos, and links. | 10 |

### TOTAL

| TOTAL              | 75 |

## EDSC 304

### Scoring Guide for Digital Unit Plan Site

<table>
<thead>
<tr>
<th>Due</th>
<th>Category</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slice 3</td>
<td>Basics</td>
<td>20</td>
</tr>
</tbody>
</table>
### Course Syllabus and Calendar

<table>
<thead>
<tr>
<th>Section</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Page</strong></td>
<td>3</td>
</tr>
<tr>
<td>Site is professional – content is accurate and current, resources are cited, site is engaging for students, reflects the content area and includes contact information.</td>
<td></td>
</tr>
<tr>
<td><strong>Sidebar</strong></td>
<td>3</td>
</tr>
<tr>
<td>Includes organizing navigation to major pages of unit plan (Assessments, Lesson 1, Lesson 2, Lesson 3, Lesson 4, Resources Teacher Site, CSUF Logo)</td>
<td></td>
</tr>
<tr>
<td><strong>Unit Summary</strong></td>
<td>2</td>
</tr>
<tr>
<td>Includes minimum of two sentences that provide an overall description of the unit content and activities. Subject Area &amp; Grade Level is included.</td>
<td></td>
</tr>
<tr>
<td><strong>Targeted Content Standards</strong></td>
<td>2</td>
</tr>
<tr>
<td>Provide the content area, correct numbers, and text of standards.</td>
<td></td>
</tr>
<tr>
<td><strong>Student Objectives</strong></td>
<td>3</td>
</tr>
<tr>
<td>Identify what students will know and be able to do. There is a minimum of three objectives and all are written with observable behaviors.</td>
<td></td>
</tr>
<tr>
<td><strong>Essential, Unit and Content Questions Page</strong></td>
<td>4</td>
</tr>
<tr>
<td>Identifies one essential question, one unit question and three content questions to frame and guide the unit.</td>
<td></td>
</tr>
<tr>
<td><strong>Resource</strong></td>
<td>3</td>
</tr>
<tr>
<td>Page includes at least 10 unit specific links.</td>
<td></td>
</tr>
<tr>
<td><strong>Assessments</strong></td>
<td>30</td>
</tr>
<tr>
<td><strong>Entry-Level Assessment</strong></td>
<td>10</td>
</tr>
<tr>
<td>Is appropriate and meaningful for unit content.</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Timeline</strong></td>
<td>15</td>
</tr>
<tr>
<td>Includes identification of at least one entry-level, four progress-monitoring, and two summative assessments. Timeline demonstrates where assessments are conducted within unit.</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Summary</strong></td>
<td>5</td>
</tr>
<tr>
<td>Provides an overview of how student learning and achievement will be assessed.</td>
<td></td>
</tr>
<tr>
<td><strong>Lessons</strong></td>
<td>100</td>
</tr>
<tr>
<td>Lesson #1 is a Teacher Lecture with Guided Notes. Teacher Lecture should be original and must include 4 different visual/audio aids (chart, graph, image, graphic organizer, video clip, audio clip, music clip). Guided notes must be aligned with the lecture.</td>
<td></td>
</tr>
</tbody>
</table>
Lesson #2 is a **Student Multimedia Project**, is aligned with the unit plan, and includes assignment directions, a sample student project, and a scoring guide/rubric for assessing the final project.
- **Tip:** These three items will be assessed together. Thus, I will look for alignment between the three components – Is there student choice in the assignment, or will every student end up creating the same timeline? Does the student sample reflect the assignment directions? What grade does the student sample earn when evaluated with the scoring guide/rubric? Does the scoring guide/rubric allow for clear differentiations between A, B, and C quality work?

Lesson #3 is a **Webercise** and includes a series of 8 or more questions or activities that require students to use information from the Internet.

Lesson #4 is a **Graphic Organizer** activity and includes assignment directions, a sample student graphic organizer, and a scoring guide
- **Tip:** These three items will be assessed together. Thus, I will look for alignment between the three components – Is there student choice in the assignment, or will every student end up creating the same graphic organizer? Does the sample graphic organizer reflect the assignment directions? What grade does the graphic organizer earn when evaluated with the scoring guide/rubric? Does the scoring guide/rubric allow for clear differentiations between A, B, and C quality work?

---

| Slice 4 | Lesson #2 is a **Student Multimedia Project**, is aligned with the unit plan, and includes assignment directions, a sample student project, and a scoring guide/rubric for assessing the final project. | 40 |
| Slice 5 | Lesson #3 is a **Webercise** and includes a series of 8 or more questions or activities that require students to use information from the Internet. | 10 |
| Slice 5 | Lesson #4 is a **Graphic Organizer** activity and includes assignment directions, a sample student graphic organizer, and a scoring guide | 20 |
| **TOTAL POINTS POSSIBLE** | | 150 |
Course Syllabus and Calendar

California State University Fullerton
Department of Secondary Education
EDSC 310: The Teaching Experience (3 units)

Education Unit Conceptual Framework

a transformational journey toward educational advancement and achievement

<table>
<thead>
<tr>
<th>Instructor: Kristen Shand, Ph.D.</th>
<th>Course Location: WEB</th>
<th>Course Day/Time: ONLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office: CP 600-8</td>
<td>Email: <a href="mailto:kshand@fullerton.edu">kshand@fullerton.edu</a></td>
<td>Phone: (657-278-2974)</td>
</tr>
<tr>
<td>Office Hours: M (10-12), T (2-3) and TH (10-12)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

College of Education and Department of Secondary Education Mission and Goals

Core Values

We are a community of educators, educational partners, and students. Seven core values undergird our professional community.

We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

Mission Statement

Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

Student Outcomes and Indicators

After successful completion of a program of study, our credential recipients and program graduates are:

**Outcome 1: Knowledgeable and Competent Specialists**
- Demonstrate strong foundation in subject matter or field of study
- Demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- Demonstrate ability to use technology as a resource

**Outcome 2: Reflective and Responsive Practitioners**
- Promote diversity
- Make informed decisions
- Engage in collaborative endeavors
- Think critically

**Outcome 3: Committed and Caring Professionals**
- Become change agents
- Maintain professional and ethical standards
- Become life-long learners
The Mission of the Department of Secondary Education is to develop quality secondary school teachers. We are committed to providing a program that reflects the complex contexts of the secondary classroom and models a professional community where learning is interactive and dynamic. Our philosophy is to prepare educational leaders through a course of study which bases practice upon knowledge of current research in curriculum and instruction. We develop students as life-long learners, reflective practitioners, and change agents who positively influence decision-making in schools and communities to improve the education of adolescents.

Department of Secondary Education Guidelines and Policies

Single Subject Credential Program

Technology Competency Policy

In prerequisite and credential courses in the Single Subject Credential Program, students will be expected to:

1. Meet California State Fullerton’s level of computer competency for entering freshmen (http://www.fullerton.edu/senate/PDF/300/UPS320-030.pdf):
   - All entering students are expected to be knowledgeable in the use of a personal computer (PC or Macintosh) prior to being admitted to the university. Entering students should have 1) the ability to use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives and on secondary storage devices such as floppy disks; 2) the ability to use a word-processing program that runs on a PC or Macintosh computer to create, edit, format, store, retrieve, and print documents; 3) the ability to use an electronic mail system to receive, create, edit, print, save, and send an e-mail message with and without an attached file; and 4) the ability to use an Internet browser to search the World Wide Web.
2. Have ongoing reliable access to a computer with Internet connectivity for regular course assignments;
3. Utilize Microsoft® Office 2007 (for P.C.) or 2004 (for Mac) including Word, PowerPoint, Publisher, and Excel to learn content and communicate with colleagues and faculty; have the ability to regularly print assignments;
4. Maintain and access three times weekly a student email account;
5. Use Internet search and retrieval skills to complete assignments;
6. Upgrade his/her skills in educational technology throughout the program;
7. Apply his/her educational technology skills to complete expected competencies;
8. Utilize other software applications as course requirements dictate;
9. Utilize Blackboard to access course materials and complete assignments; and
10. Create lessons that require K-12 student use of educational technologies to improve achievement.

Withdrawal Policy (excerpted from UPS 300.016)

Students may withdraw from the course up to the university census date (The current census date can be found on the Admissions and Records web page under Resources). The authorization for a student to withdraw from a course after the census date and prior to the last twenty percent of instruction in a term shall be granted for only the most serious and compelling reasons. A serious and compelling reason is defined as a physical, medical, emotional or other condition which has the effect of limiting the student's full participation in the class and which is clearly beyond the student's control. The student must provide credible documentation for such reasons. Poor academic performance is not evidence of a serious and compelling reason for withdrawal.

http://www.fullerton.edu/senate/PDF/300/UPS300-016.pdf

Academic Dishonesty (excerpted from UPS 300.021)

Academic dishonesty includes such things as cheating, inventing false information or citations,
plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill, which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021, [http://www.fullerton.edu/senate/](http://www.fullerton.edu/senate/).

**Students with Special Needs**

Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disabled Student Services Office in order to be accommodated in their courses.

**CSUF Writing Center**

The Writing Center offers all registered CSUF students the opportunity to receive writing assistance. In half hour long tutorials, the students who come to the Writing Center will work with a tutor to create and/or improve specific assignments and, more importantly, to improve their overall writing skills. Students can expect to engage in conversation about their assigned topics, the point or thesis of their writing, ways to organize and develop ideas, or how to improve sentence structure and mechanics so as to convey the intended meaning of the essay. The Writing Center is located in MH 45, the basement of McCarthy Hall, on the campus of California State University, Fullerton, (657) 278-3650. ([http://hss.fullerton.edu/english/wc/](http://hss.fullerton.edu/english/wc/))

**University Learning Center**

The goal of the University Learning Center is to provide all CSUF students with academic support in an inviting and contemporary environment. The staff of the University Learning Center is carefully selected and trained to assist students with their academic assignments, general study skills, and computer user needs. The ULC is located in the Pollack Library North, 2nd Floor. The services that the ULC provide to the CSUF students include an open computer lab, tutoring, workshops, online tutoring, and collaborative learning. The online tutoring option allows students to submit their paper for constructive feedback. ([http://www.fullerton.edu/ulc/](http://www.fullerton.edu/ulc/))

**EMERGENCY PROCEDURE NOTICE TO STUDENTS**

The safety of all students attending California State University Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personnel responsibilities and the University’s emergency response procedures. In the event of an emergency please adhere to the following guidelines.

Before an emergency occurs-
1. Know the safe evacuation routes for your specific building and floor.
2. Know the evacuation assembly areas for your building.

When an emergency occurs-
1. Keep calm and do not run or panic. Your best chance of emerging from an emergency is with a clear head.
2. Evacuation is not always the safest course of action. If directed to evacuate, take all of your belongings and proceed safely to the nearest evacuation route.
3. Do not leave the area, remember that faculty and other staff members need to be able to account for your whereabouts.
4. Do not re-enter building until informed it is safe by a building marshal or other campus authority.
5. If directed to evacuate the campus please follow the evacuation routes established by either parking or police officers.

After an emergency occurs-

1. If an emergency disrupts normal campus operations or causes the University to close for a prolonged period of time (more than three days), students are expected to complete the course assignments listed on the syllabus as soon as it is reasonably possible to do so.

2. Students can determine the University’s operational status by checking the University’s web site at http://www.fullerton.edu, calling the University’s hotline number at 657-519-0911, or tuning into area radio and television stations. Students should assume that classes will be held unless they hear or read an official closure announcement.

**EMERGENCY CALLS**

**DIAL 9-1-1**

All campus phones and cell phones on campus reach the University Police Department

Non-emergency line: (657) 278-2515

24-hour recorded emergency information line: (657) 519-0911

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**TWO WEEK PLAN FOR DISTANCE INSTRUCTION SHOULD ON-CAMPUS INSTRUCTION BE INTERRUPTED**

In case of instruction interruption, please check the course Blackboard site for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Blackboard groupings), and text and electronic readings. For additional information, call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444.

**California State Commission on Teacher Credentialing Policies and Guidelines**

**California Commission on Teacher Credentialing**

The Single Subject Credential Program at California State University Fullerton is fully accredited by the California Commission on Teacher Credentialing (CTC) and the National Council for Accreditation of Teacher Education (NCATE). The College of Education and all associated programs passed the most recent accreditation with a 100% rating (Excellent job CSUF!).

The Single Subject Credential Program adheres to all the CTC requirements on teacher credentialing. Information on credential program requirements, accreditation and steps to earning a teaching credential in California can be accessed at:

http://www.ctc.ca.gov

**California Standards for the Teaching Profession**

The Single Subject Credential Program promotes and incorporates the California Standards for the Teaching Profession (CSTP). The Standards are based on current research and expert advice pertaining to best teaching practice. The Standards are organized around six interrelated categories of teaching practice. The six standards are for:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Together these six standards represent a developmental, holistic view of teaching and are intended to

### Teaching Performance Expectations

Based on the *California Standards for the Teaching Profession*, the Teaching Performance Expectations (TPE) describe the set of knowledge, skills and abilities beginning teachers should have and be able to demonstrate. The complete text of the TPEs can be accessed at: [http://www.ctc.ca.gov/educator-prep/TPA-files/TPEs-Full-Version.pdf](http://www.ctc.ca.gov/educator-prep/TPA-files/TPEs-Full-Version.pdf). A helpful resource is available at: [http://www.caltpe.com/index.php](http://www.caltpe.com/index.php)

### Teaching Performance Assessment

Based on the *Teaching Performance Expectations*, the Teaching Performance Assessment (TPA) evaluates beginning teacher’s competencies in the six standard domains. EDSC 310 introduces the TPA and provides an overview of its implementation in the Single Subject Credential Program. Additional information regarding the TPA can be accessed at: [http://www.ctc.ca.gov/educator-prep/TPA-files/CandidateHandbook.pdf](http://www.ctc.ca.gov/educator-prep/TPA-files/CandidateHandbook.pdf)

### Course Policies, Objectives, Requirements and Expectations

#### Course Catalog Description

**EDSC 310 The Teaching Experience - Participation (3):** History, philosophy, and sociology of secondary education. Introduction to the California Teaching Performance Expectations and Assessment; needs of special populations, English learners, and striving readers; content standards; and major curriculum reform documents. Includes a 45-hour practicum on specific course requirements.

#### Course Website (CSUF TITANium)

Online course information is available on CSUF TITANium. Go to [http://www.fullerton.edu/](http://www.fullerton.edu/) and sign in to your student portal. Click on TITANium to access the course. Students are expected to read the announcements in TITANium each week during the duration of the course.

Contact the Help Desk (657) 278-7777 for Technical Difficulties

#### Course Communication

All course announcements and personal email are sent through TITANium. TITANium only uses CSUF email accounts. Therefore, you MUST check your CSUF email on a regular basis (several times a week) for the duration of the course.

#### WEB Course Requirements

Students who enroll in a WEB course MUST:

1. abide by the single subject credential program technology competency policy outlined above;
2. have frequent and dependable internet access with a high speed modem;
3. utilize the latest version of a reliable web browser (preferably Internet Explorer, Mozilla Firefox or Safari);
4. utilize a computer that has anti-virus software installed;
5. utilize Microsoft® Office 2007 (word, powerpoint, excel, publisher);
6. type and electronically submit all assignments through TITANium; and
7. be WEB savvy (know how to search, troubleshoot, bookmark, use web collaboration and social networking sites, etc.).

#### Netiquette

Each student is expected to conduct himself/herself in a professional manner during the class - taking full advantage of the learning opportunities available. This includes completing all online discussions and assignments, adhering to proper netiquette, and so on. Netiquette refers to a set of behaviors that are appropriate for online activity - especially with email and threaded discussions. The core rules of netiquette can be found at [http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html). Please read through these netiquette rules to ensure that you are familiar with what will be the expected online behavior...
Course Question
The course is designed to answer this essential question: *Who are today's teachers and what are the conditions in which they work?* By the end of the course you will be able to identify, evaluate and assess:

- characteristics of effective teachers, administrators and schools
- diversity of today's student population
- reasons to pursue teaching as a profession
- the structure and organization of schools and school systems
- the legal and ethical aspects of schooling
- California curriculum guidelines and standards
- professional associations and their impact on the educational system
- education reform and the accountability movement

Student Learning Goals
The overall objective of *The Teaching Experience: Participation* is to provide students with an overview of teaching as a profession. Through observations, readings, and open-ended inquiry students will reflect on various topics/issues as they gain a comprehensive view of present day education. Major emphasis will be placed on allowing students to clarify their own reasons for wanting to teach, identify their attitudes about teaching, and identify their personal goals for their future teaching careers.

Course Objectives
During the course the students will:

1. explore various teaching experiences and observe educational processes within a classroom;
2. observe the teaching of reading, English learners and special populations in school settings;
3. report on observations in subject specific classrooms and at a school board meeting;
4. clarify their reasons for wanting to teach and identify their attitudes about teaching;
5. establish their goals for their own teaching careers;
6. discuss pedagogical practices of effective teaching;
7. describe ways in which schools have been organized in the past, are organized at the present time, and will be restructured in the future;
8. identify and discuss current issues in education;
9. familiarize themselves with subject area content standards;
10. investigate the current accountability movement in American education; and
11. familiarize themselves with the admission and program requirements of the Single Subject Credential Program at CSUF including TPEs and TPAs.

Required Textbooks

Planned Assignments and Activities
The planned assignments for this class are as follows:

1. 45 hours of fieldwork observations in public schools at the secondary school level including ELL students and special populations with evidence of completion provided by field site individuals (30 hours at one site for continuity and 15 hours in various other sites/activities for diversity);
2. fieldwork reports (2) based on classroom observations;
3. report of a public secondary school district school board meeting;
Course Syllabus and Calendar

4. overview of the credential program at Cal State Fullerton;
5. reading strategies for the textbook *Those Who Can, Teach*
6. ranking activity on reasons for choosing teaching as a profession;
7. presentation on personal philosophy of education;
8. newsletter on school accountability;
9. ranking activity of important events in the history of American;
10. quizzes on assigned textbook chapters; and
11. reflective discussion posts on course topics.

**Authentication of Student Work**

Authentication of student work is important in an online class. This is accomplished by requiring multiple measures of student performance, including discussion board postings, individual email conversations, and the multiple assignments you are required to complete. Because many assignments are aligned to your teaching, they allow you to create practical and unique resources for your use as a classroom teacher.

**Discussion Posting Guidelines**

Students will be expected to respond to writing prompts that show an in-depth understanding and reflection of the class readings, presentations, past experiences and personal work in the course. Students are expected to post responses to the prompt by the deadline indicated on the course calendar.

**Grading Policy for the Course**

This course is letter grade only - A, B, C, D, F. *An average of 3.0 is required over the prerequisite courses (EDSC 310, 320, 330 & 340) for admission to the Single Subject Credential Program.*

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Scavenger Hunt</td>
<td>10</td>
</tr>
<tr>
<td><em>Those Who Can, Teach</em></td>
<td>15</td>
</tr>
<tr>
<td>Admission Requirements Questionnaire</td>
<td>15</td>
</tr>
<tr>
<td>Exploring Inclusive Education Practices</td>
<td>15</td>
</tr>
<tr>
<td>Accountability Newsletter</td>
<td>50</td>
</tr>
<tr>
<td>Philosophy of Education</td>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fieldwork</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verification of Fieldwork (PRE-2 form)</td>
<td>100</td>
</tr>
<tr>
<td>Fieldwork Report #1</td>
<td>50</td>
</tr>
<tr>
<td>Fieldwork Report #2</td>
<td>50</td>
</tr>
<tr>
<td>School Board Meeting Report</td>
<td>20</td>
</tr>
<tr>
<td>Release of Liability #1</td>
<td>5</td>
</tr>
<tr>
<td>Release of Liability #2</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Participation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Discussions/Activities</td>
<td>75</td>
</tr>
<tr>
<td>Textbook Quizzes</td>
<td>120</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
<th></th>
</tr>
</thead>
</table>

The grade breakdown is:

495-550 = A
440-494 = B
YOU CANNOT PASS THIS COURSE WITHOUT COMPLETING ALL 45 HOURS OF THE FIELDWORK OBSERVATIONS, INCLUDING A SCHOOL BOARD MEETING. THERE IS NO PARTIAL CREDIT FOR THIS ASSIGNMENT.

Assignment Submission Policy: Assignments and forms are due at the end of the week for which they are assigned and must be submitted through TITANium. Assignments must be typed into the form/template provided. Handwritten assignments will not be accepted. Assignments will not be accepted as attachments to email unless authorization is given by the instructor.

Late Work Policy: Grades for late assignments and required forms will be reduced 10% each day after the assignment due date (up to 50%) unless approval for late work is given in advance. Late assignments and forms will be accepted up to one week after the original due date.

Fieldwork Requirement

Description of Fieldwork Requirement
Fieldwork totaling 45 hours in public schools at the secondary level is required in this course. You cannot pass this course without completing all 45 hours of the fieldwork observations, which includes a school board meeting. There is no partial credit for this assignment. Students must observe classrooms in 2 different school settings. One school must be a middle/junior high and the other school must be a high school. The 45 hour observation requirement is outlined as follows:

- 20 hours in a secondary public school observing a secondary classroom teacher in the subject in which the student is pursuing a credential in a schedule of regular, ongoing visits; a variety of experiences, such as observing, tutoring, and aiding are suggested at the discretion of the teacher.
- 10 additional hours observing other areas of the school/district; a minimum of 5 hours in classrooms with other secondary teachers in the same content area, 2 hours at a school board meeting, 3 hours in other areas of the school such as the library, attendance office, cafeteria, shadowing an administrator, or observing other classrooms
- 15 hours in a second school of which 10 hours should be in secondary classroom observations in the content area of the student and remaining hours in other areas, such as:
  1. two-hour attendance at a school activity (sports event, school dance, choir recital, etc.)
  2. one to two-hour attendance of a staff development meeting/workshop; and /or
  3. one to two-hour attendance at after-school enrichment (tutoring, test prep, academic club, etc)
  4. two-hour attendance at conferences for educational organizations.

Students should try to observe in as many varying situations as possible and a variety of classes within their credential subject area. Students must record the places and times observed (date, time period, school district, school, classroom/subject, grade level, number of students, teacher) on the Verification of Fieldwork form (Pre-2 form) and have the observations verified with signatures of field site personnel (teachers, administrators, etc.). The teacher who is observed for the 20 hour requirement must also complete the Candidate Professionalism portion of the Pre-2 form and provide a satisfactory evaluation of the teacher candidate.

Arranging Field Visits
Select a secondary school site in an area that interests you other than one you attended and/or are/have been employed by and /or a family member or significant others attends or is employed by. It is
your responsibility to make arrangements at a public school site to complete the fieldwork requirement. CSUF instructors will not do it for you.

You may choose any public middle or high school in California. Call the school and make arrangements to meet with the person in charge of students requesting observation (usually an assistant principal). Take the letter of introduction given to you by the course instructor and required documentation when you go to your school site. Begin spending time at your field site once you have made the arrangements.

<table>
<thead>
<tr>
<th>Special Note for Education Specialist (Special Education) Candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students working toward an Education Specialist credential with the intent to teach middle and high school students need to identify a subject matter content area to enable them to complete fieldwork and written assignments required for EDSC 310. Special Education students should select from the following content areas, which are offered through the Single Subject Credential Program: art, English/Language Arts, foreign languages, mathematics, music, physical education, science or social studies. Special Education students are required to complete twenty hours of observations in their selected content area (grades 7-12) and are encouraged to find a content area special education class, such as a content area class that is co-taught by single subject and special education teachers or a Special Day class during the time when the selected content area is taught. The remaining classroom fieldwork hours may be conducted in non-content specific special education classrooms, grades 7-12. Candidates may contact the Special Education department (657-278-5453) for assistance in identifying a school that will meet their specific observation needs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pre-Fieldwork Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three requirements are necessary before you begin your fieldwork. You do not need to show these documents to the course instructor (except for the <em>Release of Liability</em> form – this must be signed and submitted). However, the school at which you observe may ask for them. Therefore, carry a folder with you to each school site which contains the following documents (as well as paper for taking notes and a place to store handouts you may receive):</td>
</tr>
<tr>
<td>• Students must complete the &quot;Release of Liability&quot; form for each site they visit. Sign and submit this form to your CSUF course instructor.</td>
</tr>
<tr>
<td>• Students must have a current (within the last 4 years) TB Clearance through a skin test and be able to show evidence to school district personnel.</td>
</tr>
<tr>
<td>• Students must start the fingerprint clearance procedure and be able to show evidence to the university and school district/school. <a href="http://ed.fullerton.edu/adtep/AppInfo/CERTCLEAR.htm">http://ed.fullerton.edu/adtep/AppInfo/CERTCLEAR.htm</a>. You may contact Raquel Clovery (657-278-4028) if you have specific questions about the Certificate of Clearance procedure.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignment Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Syllabus Scavenger Hunt</strong></td>
</tr>
<tr>
<td>Students are required to study the syllabus for the course to become familiar with the mission of the college of Education and department of Secondary Education; support services offered by the university; policies and guidelines of the California Commission on Teacher Credentialing; course objectives and learning goals; and course expectations and assignments. The <em>Syllabus Scavenger Hunt</em> is an activity that targets specific areas of importance in the course and brings them to the attention of the students. Students are expected to reveal knowledge of the course expectations, objectives, learning goals, procedures and course assignments.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Those Who Can, Teach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students engage in an activity to learn how to develop effective reading strategies to make the most</td>
</tr>
</tbody>
</table>
out the required readings. As they pre-read the text, students complete activities to strengthen their metacognitive and reflective skills.

### Credential Program Overview

Students watch the single subject credential program overview at: [http://ed.fullerton.edu/adtep/AppInfo/SingleSubject/index.htm](http://ed.fullerton.edu/adtep/AppInfo/SingleSubject/index.htm). Upon completion of the presentations students fill out a credential program questionnaire to display knowledge of the program and admission requirements.

### Philosophy of Education

Students reflect on their personal philosophy of education. Students create a presentation where they address the purpose of education, the role of the student, the role of the teacher, beliefs about how students learn and the types of instructional strategies are most beneficial to students.

### Fieldwork Observation Reports

Two (2) fieldwork observation reports are due as part of the 45 hour fieldwork requirement. Each report should be based on an excellent and comprehensive lesson observed during the fieldwork experience. Each report requires a description of the classroom environment, lesson content and standards, teacher instructional strategies, student activities, formative and summative assessments, teaching performance expectations, classroom management procedures, philosophy of education indicators, and personal reflection on the observation experience. Students are expected to demonstrate a basic understanding of educational pedagogy.

### School Board Meeting Report

Part of the 45 hour fieldwork requirement is to attend a district school board meeting of one of the schools of observation. Students will report on the proceedings of the meeting including current issues facing the board and community, special presentations and board decisions, and public comments. Students will be asked to reflect on their experience at the meeting. Students are expected to demonstrate an understanding of the governing process of local school boards and the impact they have on schools within their domain.

### Accountability Newsletter

In this activity, students are introduced to the recent accountability movement *No Child Left Behind* (NCLB), as implemented by the California Department of Education (CDE). Students will read about such accountability measures as the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) measure, and will investigate the progress of the school at which they observe on these accountability measures. Students will access the School Accountability Report Card (SARC) and use it to create an Accountability Newsletter for the school. Students are expected to exhibit knowledge of current accountability measures and display an understanding of how these measures influence instructional reform in local schools.

### Discussions and Activities

At the end of each lesson, students will be asked to reflect on what they have learned. Students are asked to respond to a discussion prompt or complete a structured activity, and are expected to show evidence of their learning through thoughtful responses that exhibit knowledge of the required readings and activities, and demonstrate critical-thinking and reflection on the assigned topic.

### Summer 2012 Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lesson</th>
<th>Assignments Due</th>
<th>Due Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>May 28</td>
<td>Lesson 1</td>
<td>Syllabus Scavenger Hunt Blog Reflection</td>
<td>Sunday June 3 10:00 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lesson 2</td>
<td>Those Who Can, Teach Blog Reflection</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lesson 3</td>
<td>Chapter 2 Quiz Credential Program Questionnaire</td>
<td></td>
</tr>
</tbody>
</table>
| Week 2 | June 4 | Lesson 4 | Chapter 3 Quiz  
|        |        |          | Release of Liability forms  
|        |        |          | Blog Reflection  
|        |        | Lesson 5 | Blog Reflection  
|        |        | Lesson 6 | Theories of Learning Reaction Guide  
|        |        |          | Blog Reflection  
| Week 3 | June 11 | Lesson 7 | Blog Reflection  
|        |        | Lesson 8 | Chapter 8 Quiz  
|        |        |          | Blog Reflection  
|        |        | Lesson 9 | Fieldwork Observation Report #1  
|        |        |          | Blog Reflection  
| Week 4 | June 18 | Lesson 10 | Blog Reflection  
|        |        | Lesson 11 | Chapter 11 Quiz  
|        |        |          | School Board Meeting Report  
|        |        |          | Blog Reflection  
|        |        | Lesson 12 | Chapter 12 Quiz  
|        |        |          | Accountability Newsletter  
|        |        |          | Blog Reflection  
| Week 5 | June 25 | Lesson 13 | Fieldwork Observation Report #2  
|        |        |          | Blog Reflection  
|        |        | Lesson 14 | Chapter 15 Quiz  
|        |        |          | Blog Reflection  
|        |        | Lesson 15 | Verification of Fieldwork (Pre-2 form)  
|        |        |          | Blog Reflection  

Sunday June 10  
10:00 p.m.  
Sunday June 17  
10:00 p.m.  
Sunday June 24  
10:00 p.m.  
Sunday July 1  
10:00 p.m.  

EDSC 320 Course Syllabus

Department of Secondary Education
EDSC 320: Adolescence

Education Unit Conceptual Framework

a transformational journey toward educational advancement and achievement

Instructor: D. Ambrosetti, Ph.D.  Course Location: WEB  Course Day/Time: WEB
Office: CP 600-12  E-mail: dambrosetti@fullerton.edu  Phone: (657) 278-3107

Office Hours: This class is an ONLINE course, therefore, email me Monday-Fridays 9-5pm;
For your convenience I will hold Face to Face office hours on the following dates: Thursdays 10-12: September 13, October 11, November 8 and December 13 from 11:00 am--1:00 pm

College of Education and Department of Secondary Education Mission and Goals

Core Values

We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

Mission Statement

Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community providing applied scholarship.

Student Outcomes and Indicators

After successful completion of a program of study, our credential recipients and program graduates are:

Outcome 1: Knowledgeable and Competent Specialists
- Demonstrate strong foundation in subject matter or field of study
- Demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- Demonstrate ability to use technology as a resource

Outcome 2: Reflective and Responsive Practitioners
- Promote diversity Make informed decisions
- Engage in collaborative endeavors
- Think critically

Outcome 3: Committed and Caring Professionals
- Become change agents
- Maintain professional and ethical standards
- Become life-long learners

The Mission of the Department of Secondary Education is to develop quality secondary school teachers. We are committed to providing a program that reflects the complex contexts of the secondary classroom and models a professional community where learning is interactive and dynamic. Our philosophy is to prepare educational leaders through a course of study which bases practice upon knowledge of current research in curriculum and instruction. We develop students as life-long learners, reflective practitioners, and change agents who positively influence decision-making in schools and communities to improve the education of adolescents.

Department of Secondary Education Guidelines and Policies
**Single Subject Credential Program Technology Competency Policy**

In prerequisite and credential courses in the Single Subject Credential Program, students will be expected to:

1. Meet California State Fullerton’s level of computer competency for entering freshmen ([www.fullerton.edu/senate/PDF/300/UPS320-030.pdf](http://www.fullerton.edu/senate/PDF/300/UPS320-030.pdf)): All entering students are expected to be knowledgeable in the use of a personal computer (PC or Macintosh) prior to being admitted to the university. Entering students should have 1) the ability to use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives and on secondary storage devices such as floppy disks; 2) the ability to use a word-processing program that runs on a PC or Macintosh computer to create, edit, format, store, retrieve, and print documents; 3) the ability to use an electronic mail system to receive, create, edit, print, save, and send an e-mail message with and without an attached file; and 4) the ability to use an Internet browser to search the World Wide Web.

2. Have ongoing reliable access to a computer with Internet connectivity for regular course assignments;

3. Utilize MS Office XP or 2000 (including Word, PowerPoint, Publisher, and Excel) to learn content and communicate with colleagues and faculty; have the ability to regularly print assignments;

4. Maintain and access three times weekly a student email account;

5. Use Internet search and retrieval skills to complete assignments;

6. Upgrade his/her skills in educational technology throughout the program;

7. Apply his/her educational technology skills to complete expected competencies;

8. Utilize other software applications as course requirements dictate;

9. Utilize Moodle to access course materials and complete assignments; and

10. Create lessons that require K-12 student use of educational technologies to improve achievement.

**Academic Dishonesty (excerpted from UPS 300.021)**

Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill, which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021, [http://www.fullerton.edu/senate/](http://www.fullerton.edu/senate/).

**CSU Fullerton Withdrawal Policy** ([http://www.fullerton.edu/senate/PDF/300/UPS300-016.pdf](http://www.fullerton.edu/senate/PDF/300/UPS300-016.pdf)) “The authorization for a student to withdraw from a course after the census date and prior to the last twenty percent of instruction in a term shall be granted for only the most serious and compelling reasons. A serious and compelling reason is defined as a physical, medical, emotional or other condition which has the effect of limiting the student's full participation in the class and which is clearly beyond the student's control. The student must provide credible documentation for such reasons. Poor academic performance is not evidence of a serious and compelling reason for withdrawal.”

**Students with Special Needs**

Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disabled Student Services Office in order to be accommodated in their courses.

**EMERGENCY PROCEDURE NOTICE TO STUDENTS**

The safety of all students attending California State University Fullerton is of paramount importance. During an
EDSC 320 Course Syllabus

Emergency: It is necessary for students to have a basic understanding of their personnel responsibilities and the University's emergency response procedures. In the event of an emergency please adhere to the following guidelines.

Before an emergency occurs:
1. Know the safe evacuation routes for your specific building and floor.
2. Know the evacuation assembly areas for your building.

When an emergency occurs:
1. Keep calm and do not run or panic. Your best chance of emerging from an emergency is with a clear head.
2. Evacuation is not always the safest course of action. If directed to evacuate, take all of your belongings and proceed safely to the nearest evacuation route.
3. Do not leave the area; remember that staff members need to be able to account for your whereabouts.
4. Do not re-enter building until informed it is safe by a building marshal or other campus authority.
5. If directed to evacuate the campus, follow evacuation routes established by either parking or police officers.

After an emergency occurs:
1. If an emergency disrupts normal campus operations or causes the University to close for a prolonged period of time (more than three days), students are expected to complete the course assignments listed on the syllabus as soon as it is reasonably possible to do so.
2. Students can determine the University's operational status by checking the University's web site at http://www.fullerton.edu, calling the University's hotline number at 714-519-0911, or tuning into area radio and television stations. Students should assume that classes will be held unless they hear or read an official closure announcement.

<table>
<thead>
<tr>
<th>EMERGENCY CALLS</th>
<th>DIAL 9-1-1 Non-emergency line: (657) 278-2515</th>
</tr>
</thead>
<tbody>
<tr>
<td>All campus phones and cell phones on campus reach the University Police Department</td>
<td></td>
</tr>
</tbody>
</table>

TWO WEEK PLAN FOR DISTANCE INSTRUCTION SHOULD ON-CAMPUS INSTRUCTION BE INTERRUPTED

In case of instruction interruption, check the course Moodle site for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Moodle groupings), and text and electronic readings. For additional information, call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444.

California Commission on Teacher Credentialing Policies and Guidelines

California Commission on Teacher Credentialing

The Single Subject Credential Program at California State University Fullerton is fully accredited by the California Commission on Teacher Credentialing (CTC) and the National Council for Accreditation of Teacher Education (NCATE). The College of Education and all associated programs passed the most recent accreditation with a 100% rating (Excellent job CSUF!). The Single Subject Credential Program adheres to all the CTC requirements on teacher credentialing. Information on credential program requirements, accreditation and steps to earning a teaching credential in California can be accessed at: www.ctc.ca.gov

Teaching Performance Expectations

Based on the California Standards for the Teaching Profession, the Teaching Performance Expectations (TPE) describe the set of knowledge, skills and abilities beginning teachers should have and be able to demonstrate. The complete text of the TPEs can be accessed at the Department of Secondary Education Website.

Course Policies, Objectives, Requirements and Expectations

Course Catalog Description

EDSC 320 (3 Units) Adolescence Prerequisite: None. The physical, social, and cultural development of human adolescents and youth. This course meets upper division requirements in university General Education. This course is letter grade only - A, B, C, D, F. A minimum grade of C in each of the prerequisite courses is required for admission to the Single Subject Credential Program and an average GPA of 3.0 across all prerequisite courses.
Course Question:

*How may we draw on the biological, cognitive, and sociocultural transitions of adolescents to engage and support them in our classroom?*

### Web-Based Course Resources, Communication, and Requirements

This course is offered on Titanium, the Fullerton Moodle Course Delivery System. All course information, resources, announcements, and personal e-mail are sent through Moodle. Moodle only uses CSUF e-mail accounts. Therefore, you **MUST check your CSUF e-mail daily** for the duration of the course.

Students who enroll in a WEB course MUST:
1. abide by the single subject credential program technology competency policy outlined above;
2. have frequent and dependable internet access with a high speed modem;
3. utilize the latest version of a reliable web browser (preferably Internet Explorer, Mozilla Firefox or Safari);
4. utilize a computer that has anti-virus software installed;
5. have access to word-processing and presentation software (such as Microsoft Word and Powerpoint); and
6. be WEB savvy (know how to search, troubleshoot, bookmark, use web collaboration and social networking sites, etc.).

### Course Objectives

During the course the students will:

1. Identify characteristics of adolescent biological, cognitive, and social development.
2. Reflect on their development of an adolescent.
3. Describe four contexts of adolescent development, including families, peer groups, schools, and work.
4. Define areas of psychosocial development of adolescence, including identity, autonomy, achievement, intimacy, and sexuality.
5. Identify risky behaviors and signs of psychosocial problems in adolescence.
6. Identify resources for supporting healthy behaviors in adolescents.
7. Analyze and synthesize understandings about adolescent development in a multimedia presentation.

### Required Textbook


### GRADING POLICY FOR THE COURSE

- This course is letter grade only, A, B, C, D, F. **An average of 3.0 is required over the prerequisite courses (EDSC 310, 320, 330 & 340) for admission to the Single Subject Credential Program.**
- The plus (+) minus (-) grading system will NOT be used.
- Below is the minimum number of points required for receiving the following grades:
  - A 270
  - B 240
  - C 210
  - D 180

- **Assignment Submission Policy:** Assignments and forms are due when posted and should be submitted through the assignment portal on Titanium. Assignments will not be accepted as attachments to e-mail unless authorization is given by the instructor.
- **Late Work Policy:** Grades for late assignments and required forms will be reduced 10% each day after the assignment due date (up to 50%) unless approval for late work is given in advance. Late assignments and forms will be accepted up to one week after the original due date.

### Assessment Plan and Timeline
<table>
<thead>
<tr>
<th>Assignments</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will be posted on <strong>Mondays</strong></td>
<td>Posted Weekly – Due the following <strong>Sunday</strong> by 11:59 pm</td>
</tr>
</tbody>
</table>
CALIFORNIA STATE UNIVERSITY, FULLERTON
College of Education
Secondary Education
EDSC 330
Fall 2014

Location: WEB Course: 100% online
Instructor: Chris Street, Ph.D.
Office: CP 600
E-mail: cstreet@fullerton.edu
Phone: 657.278.5905
Office hours: Tuesday 11am-2pm and by appointment. (PLEASE email me first to confirm a meeting time.)

Technical support: (657) 278-7777

Table 1: Education Unit Conceptual Framework

EDUCATION UNIT CONCEPTUAL FRAMEWORK

Mission
The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

Program Outcomes and Indicators
After successful completion of a program of study, our credential recipients and program graduates are:

1. Knowledgeable and Competent Specialists who
   a) demonstrate a strong foundation of knowledge
   b) implement effective practice
   c) use current technologies for teaching and learning

2. Reflective and Responsive Practitioners who
   a) advance just, equitable, and inclusive education
   b) make informed decisions
   c) participate in collaborative endeavors
   d) think critically and creatively

3. Committed and Caring Professionals who
   a) demonstrate leadership potential
   b) maintain professional and ethical standards
   c) engage in continuous improvement

Updated October 13, 2014
PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES
Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found at the faculty documents section of the COE website.

RESPONSE TIME
I typically respond to email messages within a few hours. If you email me M-F you can certainly expect a response within 24 hours. I will maintain an active presence online. I typically check into our course site at least 4 days per week, and you will see posts and/or hear my voice every week in the course.

COURSE DESCRIPTION

STUDENT LEARNING GOALS
After successful completion of the course, the student will:

• Recognize that reading instruction is an integral part of the middle and secondary curriculum.
• Examine methods of teaching students how to read: overview of reading in the elementary schools.
• Develop an understanding of “balanced reading instruction.”
• Understand “reading to learn” and “learning to read” distinctions.
• Acquire strategies to teach vocabulary development and reading comprehension through a variety of methods including specifically designed instruction for linguistically different students.
• Promote critical thinking skills and ways to incorporate higher level thinking skills in all content areas for all students.
• Develop an understanding and sensitivity to potential cultural and linguistic differences among students.
• Acquire strategies to teach reading as it pertains to specific content areas, as delineated by the Common Core State Standards (CCSS): http://www.cde.ca.gov/re/cc/
• Develop numerous research-based strategies that would be appropriate for supporting striving readers--“students experiencing difficulty with reading,” as defined in the new ELA/ELD Framework:
  • Acquire numerous writing strategies.
  • Evaluate students’ reading skills through the use of various informal assessments.
  • Recognize the proper use and limitations of various evaluation instruments.
  • Provide definitions and be able to give examples of frustration, instructional, and independent reading levels;
  • Become familiar with a variety of factors correlated with reading competence, including physical, intellectual, emotional, cultural, language, socioeconomic, and educational factors.
  • Adapt instructional materials by evaluating the readability of printed materials, adjusting instruction for textbook usage.
  • Describe the role of technology in the teaching of reading in the content areas, and apply teaching strategies using technology.
  • Explain the research behind and procedures for implementing strategy instruction in reading and writing;
• Be aware of “academic literacy” and the kinds of academic skills that are vital to success in college and in the workplace.
• Gain an introduction to the various scaffolds for supporting English Learners within the Common Core State Standards:  http://www.cde.ca.gov/sp/el/er/eldstandards.asp

REQUIRED TEXTS

2. Additional articles, videos, and resources will be available online.

OTHER REQUIRED MATERIALS
There will be several videos that are associated with this course. They will be embedded within the course and should play seamlessly for you. All of these video resources will be free.

RECOMMENDED TEXTBOOK

ATTENDANCE
All students are expected to engage in active, regular, and ongoing discussion and critical analysis of all the course topics, related assignments, and assigned readings. Active and high-level critical analysis and participation is a key component of this course. It is expected that you will be a member of the discussions/activities. You will be asked to contribute original, well written, and critically thought out responses to the online activities/discussions, and respond to those made by others in the class. Students are expected demonstrate critical understanding and investigation of relevant research and principles and how to apply theory to new ideas, problems, and make extensive use of primary, bibliographic, and other resource materials (including web-based). All assignments must be thoughtfully and carefully completed and must reflect a thorough understanding of the content to receive full credit. In addition, students must demonstrate advanced skill in reading critically, writing clearly, and arguing persuasively in their discussions and written assignments. Each student is expected to conduct himself/herself in a professional manner during the class - taking full advantage of the learning opportunities available. This includes completing all online discussions and assignments, adhering to proper netiquette, and so on. Netiquette refers to a set of behaviors that are appropriate for online activity - especially with e-mail and threaded-discussions. The core rules of netiquette can be found at http://www.albion.com/netiquette/corerules.html. Please read through these netiquette rules to ensure that you are familiar with what will be the expected online behavior for this course.

Please note that online participation is automatically tracked by the Titanium software that will be used in this course. It is expected that each student will access the course Web site a minimum of 3 times a week. It is also expected that each student will participate in all online sessions. Failure to do so will result in a student's grade being lowered. Of special note, because of the intensive nature of online learning, students should expect to allocate at least 3-5 hours per module for this course.

Please make sure you carefully follow the guidelines for all online activities. Lack of participation in online activities is considered an absence.

Please carefully read the Online Discussion Guidelines and Rubric regarding expectations for online participation.

CSU Fullerton Withdrawal Policy (http://www.fullerton.edu/senate/PDF/300/UPS300-016.pdf)
“The authorization for a student to withdraw from a course after the census date and prior to the last twenty percent of instruction in a term shall be granted for only the most serious and compelling reasons. A serious and compelling reason is defined as a physical, medical, emotional or other condition which has the effect of limiting the student’s full participation in the class and which is clearly beyond the student’s control. The student must provide credible documentation for such reasons. Poor academic performance is not evidence of a serious and compelling reason for withdrawal.”

Discussion Board Posting Guidelines

When we have online activities and/or discussions, you are expected to log on a minimum of 3 times per week and are expected to post a substantive contribution to the activity/discussion at that time. Simply saying “hello” or “I agree” is not considered a substantive contribution. You must support your position or begin a new topic or add somehow to the activity/discussion when logging on. Please see the Online Discussion Guidelines and Rubric, located in the Online Activity Guidelines folder, within the Assignments area of our web site. Students will be expected to respond to weekly writing prompts that show an in-depth understanding of the readings and class presentations.

GRADING POLICY AND GRADING STANDARDS FOR THE COURSE

A minimum of 90% is required for an "A," 89-80% for a "B," and 79-70% for a C. All students will be required to complete all assignments.

<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>50 pts (5 pts each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm</td>
<td>10 pts</td>
</tr>
<tr>
<td>Literacy Project</td>
<td>20 pts</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20 pts</td>
</tr>
</tbody>
</table>

Grading Scale:

A plus/minus grading policy will NOT be implemented in this program. Extra credit is NOT possible in this class.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100 points</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89 points</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79 points</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69 points</td>
</tr>
<tr>
<td>F</td>
<td>below 60 points</td>
</tr>
</tbody>
</table>

This course is letter grade only - A, B, C, D, F. A minimum grade of C in each of the prerequisite courses is required for admission to the Single Subject Credential Program and an average GPA of 3.0 across all prerequisite courses (EDSC 310, 320, 330 & 340) must be earned.

EXTRA CREDIT OPTIONS

Extra credit is not possible for this class.

LATE ASSIGNMENTS

No make-ups or late work will be accepted, unless extremely special circumstances—cleared by the instructor in advance—dictate an exception.
ASSIGNMENT DESCRIPTIONS

Learning Activities: **50 points**

There will be 10 (or more) learning activities in this class. This is where we will be creating literacy strategies, generating teaching resources, and exploring the content of the course. It is crucial that you engage in each of these learning activities. As such, this portion of the course counts for half of your total grade.

**Literacy Project: 20 points**

The guidelines, evaluation criteria, and examples of this project are available on our course web site. You can access these materials within the Assignments area of our web site, in a folder called Literacy Project.

**Midterm: 10 points**

The instructor will identify key ideas in the readings/lectures/online resources/PPT’s on the first day of class. **These key ideas will be stressed in the midterm, but they may not be the only information covered on the exam.** To prepare for the test, do the readings and review the materials on our course web site, think about them, and ask questions of yourself, your instructor, and/or your peers.

**Final Exam: 20 points**

The final exam will consist of one essay question, which is included below.

(700-1000 words)

The rubric used to assess this essay is available on our course web site, in the Assignments area.

*Imagine that a principal asks the following question in an interview: If hired, you will be expected to teach (fill in the grade and subject area) ______________________________.

Many of our students are second language learners, are poor readers, or are reluctant readers. **How will you assist ALL of your students with the reading, writing, and/or critical thinking demands in your content area classroom?** You may discuss the question from a philosophical perspective or with the practical focus of teaching a specific lesson. In either case, I would like you to support your ideas, be they theoretical or practical, with the thinking that supports these ideas. In other words, tell me both the how and why of your approach to teaching reading, writing, and/or critical thinking to ALL students in your content area classroom. **I would like you to include at least three specific strategies, theorists, or concrete examples to back up your general ideas.**

**ALTERNATE PROCEDURE FOR SUBMITTING WORK**

See the final page of this syllabus for a detailed discussion of this topic. When in doubt, email the instructor immediately if submission through normal channels is not possible.

**TECHNICAL REQUIREMENTS**

Technical Requirements for Moodle (Titanium):

https://sites.google.com/a/student.richmondcc.edu/rcctestudent/technical-requirements-for-moodle

Please review the Single Subject Credential Program’s Technology Competency Policy, available near the end of this syllabus.

**NETIQUETTE REQUIREMENTS**

Each student is expected to conduct himself/herself in a professional manner during the class - taking full advantage of the learning opportunities available. This includes completing all online discussions and assignments, adhering to proper netiquette, and so on. Netiquette refers to a set of
behaviors that are appropriate for online activity - especially with e-mail and threaded-discussions. The core rules of netiquette can be found at http://www.albion.com/netiquette/corerules.html. Please read through these netiquette rules to ensure that you are familiar with what will be the expected online behavior for this course.

UNIVERSITY INFORMATION

Titanium
As a registered student you are enrolled in Titanium. You may access Titanium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact (657) 278-5619. If you still need more help, contact (657) 278-7777. Check Titanium weekly, the night before class, for any pertinent or last minute, updated information.

Students with Special Needs
Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disability Support Services (DSS) Office in order to be accommodated in their courses.

Academic Dishonesty Policy
Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021 found at the UPS section of the Academic Senate website.

Two week plan for distant instruction should on-campus instruction be interrupted
In case of instruction interruption, please check the course website for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Titanium groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444

Emergency Contact
In the event of an emergency, contact the University Police at (657) 278-3333. Additional information can be found at the CSUF Emergency Preparedness website.

Library Support
Pollak Library Assistance available for Online Students with online instruction guidelines are available on the CSUF library website.

Policy on Retention of Student Work
Work submitted through the Titanium course site shall be housed on the course web site for a reasonable period of time.

Authentication of Student Work
Authentication of student work is important in an online class. This is accomplished by requiring multiple measures of student performance, including discussion board postings, individual email conversations, the use of Turnitin, and the multiple assignments you are required to complete. Additionally, because assignments are aligned to your teaching, they allow you to create practical and unique resources for your personal use as a classroom teacher.

**Helpful Web Sites:**
- 2014 Revision of the English Language Arts/English Language Development Framework  
- Content Standards for California Public Schools: Kindergarten Through Grade Twelve  
- California’s Common Core State Standards  
- Vocabulary Acquisition: Synthesis of the Research  
- Comprehension Instruction: What Makes Sense Now, What Might Make Sense Soon  
- California Standards for the Teaching Profession  
- National Board of Professional Teaching Standards  
- California Department of Education  
  [http://www.cde.ca.gov/](http://www.cde.ca.gov/)
- High School Exit Examination  
- Curriculum and Instruction  
  [http://www.cde.ca.gov/ci/](http://www.cde.ca.gov/ci/)
- Orange County Department of Education  
  [http://www.ocde.k12.ca.us/](http://www.ocde.k12.ca.us/)
- Computer Using Educators (CUE) Web Site.  
- National Council of Teachers of English  
- NIE Program: Register in Education:  
- NIE Program: Times in Education:  
- The Gateway:  
  [http://www.thegateway.org](http://www.thegateway.org)
- Filamentality.com:  
  [http://www.filamentality.com](http://www.filamentality.com)
- Merlot.org:  
- The CSU Center for the Advancement of Reading  
  [http://www.calstate.edu/car/](http://www.calstate.edu/car/)
<table>
<thead>
<tr>
<th>Key Ideas in the Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessing texts for readability (Cloze and using Microsoft Word)</td>
</tr>
<tr>
<td>Assessing the reading levels of students (Cloze, Writing, Informal Assessments)</td>
</tr>
<tr>
<td>Content Area Literacy</td>
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<tr>
<td>Passive reading; Active reading</td>
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<tr>
<td>Effective versus ineffective readers</td>
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<tr>
<td>The importance of prior knowledge</td>
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<td>Literacy today</td>
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<td>Functional literacy</td>
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<td>Reading process</td>
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<td>Schemata</td>
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<td>Fluency</td>
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<td>Context clues</td>
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<tr>
<td>Metacognition</td>
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<tr>
<td>Automaticity</td>
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<tr>
<td>Stephen Krashen’s work (one page handout)</td>
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<tr>
<td>SSR (silent sustained reading)</td>
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<tr>
<td>R.I.M. (teaching vocabulary)</td>
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<tr>
<td>Academic Vocabulary</td>
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<tr>
<td>Role of Prior Knowledge in Reading</td>
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<tr>
<td>Learning to Read Versus Reading to Learn</td>
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<tr>
<td>Structured reading lesson</td>
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<tr>
<td>Aliteracy versus illiteracy</td>
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<tr>
<td>Expository versus narrative text</td>
</tr>
<tr>
<td>Teaching with the Newspaper</td>
</tr>
<tr>
<td>Teaching Comprehension Strategies: SCAN and RUN</td>
</tr>
<tr>
<td>Reciprocal reading</td>
</tr>
<tr>
<td>Writing Across the Curriculum</td>
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<tr>
<td>Process writing (P.O.W.E.R)</td>
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<tr>
<td>Developing a positive learning environment for writers</td>
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<tr>
<td>Responding to students’ writing</td>
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<tr>
<td>Academic literacy and college readiness</td>
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<tr>
<td>Significance of diversity</td>
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<tr>
<td>Submersion</td>
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<tr>
<td>Immersion</td>
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<tr>
<td>Bilingual education</td>
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<tr>
<td>ESL</td>
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<tr>
<td>Scaffolding Instruction</td>
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<tr>
<td>Sheltered Instruction</td>
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<tr>
<td>SDAIE strategies</td>
</tr>
<tr>
<td>Teaching reading to second language learners</td>
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<tr>
<td>Second Language Acquisition</td>
</tr>
<tr>
<td>Lisa Delpit’s ideas</td>
</tr>
<tr>
<td>Writing instructional objectives (website)</td>
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<tr>
<td>Bloom’s taxonomy (handout)</td>
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<tr>
<td>What is Critical Thinking?</td>
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<tr>
<td>Socratic Seminar</td>
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<tr>
<td>Literature Circles (Reading Circles)</td>
</tr>
<tr>
<td>Mike Rose’s views on literacy and struggling students</td>
</tr>
<tr>
<td>English Language Arts and Literacy</td>
</tr>
<tr>
<td>In History/Social Studies, Science, and Technical Subjects.</td>
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<tr>
<td>Supporting English Learners within the Common Core State Standards:</td>
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<tr>
<td><a href="http://www.cde.ca.gov/sp/el/er/eldstandards.asp">http://www.cde.ca.gov/sp/el/er/eldstandards.asp</a></td>
</tr>
<tr>
<td>Striving readers—“students experiencing difficulty with reading,” as defined in the new ELA/ELD Framework:</td>
</tr>
<tr>
<td>Date</td>
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<td>------------</td>
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<tr>
<td>Module 1</td>
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</tbody>
</table>
| Module 4 | Vocabulary Instruction Academic Language Vocabulary Strategies | Read chapter 8 from *Content Area Literacy*.  
Review Podcast and Videos: *Academic Language Development*  
http://books.heinemann.com/wordwise/mediaplayer/ch1.html  
Examine all resources in this module and complete all related activities. |
|---|---|---|
| Module 5 | Comprehension 1 | Read chapter 9 from *Content Area Literacy*.  
Review Video: Anticipation Guide Teaching Strategy (Science)  
http://www.youtube.com/watch?v=s7ztFDG5fec  
Examine all resources in this module and complete all related activities. |
| Module 6 | Comprehension 2 | Read chapter 10 from *Content Area Literacy*.  
Review Video: Silent Tea Party (Language Arts)  
https://www.teachingchannel.org/videos/silent-tea-party-pre-reading-for-challenging-texts?fd=1  
Examine all resources in this module and complete all related activities. |
| Module 7 | Working with Second Language | Read chapter 3 from *Content Area* |
| Week of 10.6 | Learners Language, Diversity, and Cognition Cultural and Linguistic Diversity Second Language Acquisition SDAIE strategies | *Literacy.*  
Read Lisa Delpit article: “A Conversation with Lisa Delpit.”  
Read Rohac article on SDAIE, available online at: http://www.eltnewsletter.com/back/May2000/art112000.shtml  
Examine all resources in this module and complete all related activities. |
|---|---|---|
| Module 8  
Week of 10.13 | Writing in the Content Area Classroom | Read chapter 11 from *Content Area Literacy.*  
Examine all resources in this module and complete all related activities. |
| Module 9  
Week of 10.20 | Writing to Learn Strategies | Read article:  
Examine all resources in this module and complete all related activities. |
| Module 10  
Week of 10.27 | Selecting and Navigating Textbooks and Multimedia Materials | Read chapter 4 from *Content Area Literacy.*  
Readings:  
Examine all resources in this module and complete all related activities. |
| Module 11  
Week of 11.03 | **Midterm** (covers content from module 1-10) | **Midterm** (covers content from module 1-10)  
You will have 4 hours to take the exam. |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Module 13</td>
<td>Studying and Preparing for Exams</td>
<td>Read chapter 12 from <em>Content Area Literacy</em>. Examine all resources in this module and complete all related activities.</td>
</tr>
</tbody>
</table>
module and complete all related activities.

<table>
<thead>
<tr>
<th>Module 15</th>
<th>Academic Literacy/College and Career Readiness</th>
<th>Review Video: Academic Literacy Robin Turner—Magnolia HS <a href="http://www.youtube.com/embed/YN0a3cIENSQ">http://www.youtube.com/embed/YN0a3cIENSQ</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of 12.08</td>
<td>If you wish, you may make an appointment to review your projects with me. This can be done on the phone, over email, or face-to-face.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 16</th>
<th>Copy of Literacy Project due</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL WORK DUE BY 12.19</td>
<td>Final Exam Essay due</td>
</tr>
<tr>
<td></td>
<td>ALL WORK NEEDS TO BE SUBMITTED BY 7.03 at 11:59pm</td>
</tr>
</tbody>
</table>
DEPARTMENT OF SECONDARY EDUCATION
Single Subject Credential Program
Technology Competency Policy

In prerequisite and credential courses in the Single Subject Credential Program, students will be expected to:

1. Meet California State Fullerton’s level of computer competency for entering freshman students:
   - All entering students are expected to be knowledgeable in the use of a personal computer (PC or Macintosh) prior to being admitted to the university. Entering students should have 1) the ability to use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives and on secondary storage devices such as floppy disks; 2) the ability to use a word-processing program that runs on a PC or Macintosh computer to create, edit, format, store, retrieve, and print documents; 3) the ability to use an electronic mail system to receive, create, edit, print, save, and send an e-mail message with and without an attached file; and 4) the ability to use an Internet browser to search the World Wide Web.
2. Have ongoing reliable access to a computer with Internet connectivity for regular course assignments;
3. Utilize MS Office XP or 2000 (including Word, PowerPoint, Publisher, and Excel) to learn content and communicate with colleagues and faculty;
4. Have the ability to regularly print assignments;
5. Maintain and access three times weekly a student email account*;
6. Use Internet search and retrieval skills to complete assignments;
7. Upgrade his/her skills in educational technology throughout the program;
8. Apply his/her educational technology skills to complete expected competencies;
9. Utilize other software applications as course requirements dictate;
10. Utilize Blackboard to access course materials and complete assignments; and
11. Create lessons that require K-12 student use of educational technologies to improve achievement.
12. Conduct themselves appropriately and professionally when online. (See http://www.albion.com/netiquette/corerules.html.)

It is highly recommended that students use a PC platform with Windows 2000 or higher OR a MAC platform with Mac OS 9 or higher. Publisher, a software application required in EDSC 304/307, is not available on MAC. Students will need access to a PC for some assignments in EDSC 304/307.

* Please note: Students who do not use their university email account will miss important information.
Technical Difficulties During Completion of Online Timed Activities

In the event that students experience technical difficulties during the completion of an online timed assignment, quiz, or exam, please adhere to the following protocol:

Student Responsibilities

- Students should first attempt to open the timed activity in another browser (Chrome or Foxfire) to see if the problem persists.
- If appropriate, students should complete the activity in a word processing program and then cut and paste the results into the timed activity or email the results to the instructor. This will also improve the writing quality because students are able to conduct spelling and grammar checks. It also acts as a backup in case there is a technical issue.
- The student should contact the instructor immediately by e-mail or TITANium. The student should provide a full explanation of the technical issue, including screenshots, exact wording of error messages, and other appropriate evidence. To ensure good faith, students should send emails prior to the deadline for the assignment/quiz/exam.
- Once the student has contacted the instructor, he/she is responsible for checking email periodically to ensure he/she has enough time to complete the assignment, quiz, or exam before the new deadline.

Instructor Responsibilities

- The instructor will troubleshoot the issue and identify a solution to the problem. Solutions may include resetting of the quiz or exam, or substitution of an alternative activity to complete the assignment, quiz, or exam. New deadlines may be set for completion of the assignment, quiz or exam.
- The instructor reserves the right to determine that the issue was due to student error. In this case, the student will not be allowed to resubmit his/her work.
Instructor: Dr. Minerva S. Chávez  
Office Phone Number: 657.278.8609  
Office Room Number: CP 600-20  
Email: mchavez@fullerton.edu  
Office Hours: Mondays 1 to 3 PM

**Course Description**


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**Education Unit Conceptual Framework**

**A transformational journey toward educational advancement and achievement**

**Core Values**

We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

**Based on our core values, our mission is as follows:**

**Mission Statement**

Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

**Program Outcomes and Indicators**

After successful completion of a program of study, our credential recipients and program graduates are:

**Outcome 1: Knowledgeable and Competent Specialists**

a) demonstrate strong foundation in subject matter or field of study  
b) demonstrate strong understanding and implementation of pedagogical skills or skills in their field  
c) demonstrate ability to use technology as a resource

**Outcome 2: Reflective and Responsive Practitioners**

a) promote diversity  
b) make informed decisions  
c) engage in collaborative endeavors  
d) think critically

**Outcome 3: Committed and Caring Professionals**

a) become change agents  
b) maintain professional and ethical standards  
c) become life-long learners
PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions. Disposition Statement for Students.

COURSE OBJECTIVES

1. Identify 13 categories of disabilities and relevant state and federal laws pertaining to the education of exceptional populations (4, 6, 8, 11, 12).
2. Identify the general education teacher’s responsibilities in the Individual Education Program (IEP) process, including: identification; referral; assessment; IEP planning and meeting; implementation; and evaluation (12).
3. Select and use appropriate instructional materials and technologies, including assistive technologies, and differentiated teaching strategies to meet the needs of special populations in the general education classroom (4, 6, 8, 11, 12).
4. Plan and deliver instruction that will provide these students access to the core curriculum and address the issues of social integration for those identified as students with special needs (4, 6, 11, 12).
5. Apply appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students (4, 6, 11, 12).
6. Identify the historical and cultural traditions of the major cultural and ethnic groups in California society, and effective ways to include cultural traditions and community values and resources in the instructional program of their future classroom (4, 5, 8, 11, 12).
7. Recognize and minimize bias in the classroom and examine his/her stated and implied beliefs, attitudes and expectations about diverse students, families, schools and communities (8, 11, 12, 13).
8. Recognize students' specific learning needs, place students in appropriate contexts for learning, assist students to have access to needed resources for learning, and, where appropriate, provide students with opportunities to engage in extracurricular activities (4, 6, 8, 11, 12).

STUDENT LEARNING GOALS w/ TPEs

1. Students will better understand the system of education so they can more carefully, consciously and skillfully navigate it. Multicultural education is more than simple strategies for teaching this or that “type” of person (1, 4, 5, 6, 8, 11, 13).
2. Students will understand that their actions take place within a system that at times constrains and at other times assists their efforts at educating all students (1, 4, 6, 8, 13).
3. Students will strategize ways to learn about their students, the system in which they are working and ways to successfully educate students within that system (1, 4, 5, 6, 8, 9, 11, 13).
4. In addition to learning strategies for learning about their students, students in 340 will learn strategies for working with diverse learners (1, 4, 5, 6, 9).
5. Students will begin to understand and then challenge their own assumptions about how schools work and who has access to which opportunities (11, 12, 13).
6. Students will begin to ask important questions of schools and of themselves, developing self-reflexive thought patterns that will assist them in their future work in classrooms (6, 12, 13).
7. Students will exhibit a commitment to educating all students (1, 4, 5, 6, 8, 9, 12).
8. Students will begin to develop the skills necessary to work as part of a professional community. These skills include dialogue, discussion, and respectful and thoughtful disagreement (12, 13).
REQUIRED TEXTS

Additional required readings are available on Titanium. They are organized in folders according to the appropriate module.

GRADING POLICY FOR THE COURSE

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Introduction Assignment</td>
<td>20</td>
<td>A = 180 – 200 pts.</td>
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</tbody>
</table>
| Conceptual Question Response              | 20 (2 at 10 pts each) | B = 160 – 179 pts.  
|                                           |        | C = 140 – 159 pts.          |
| Personal Anecdote Activity                | 15     | D = 120 – 139 pts.           |
|                                           |        | F = Less than 119 pts.       |
| VoiceThread (credit/no credit)            | 20 (2 at 10 pts each) |               |
| Free Write Response & Discussion Board Participation | 15     |                            |
| Disability Presentation                   | 20     |                              |
| Professional Disposition Research Report  | 30     |                              |
| Final Paper: Interview Assignment         | 60     |                              |
| Total Possible                            | 200    |                              |

*Note: Grades below a “C” do not count towards entrance into the credential program. This course does not use (+) or (−) grading. This course is letter grade only - A, B, C, D, F. A minimum grade of C in each of the prerequisite courses is required for admission to the Single Subject Credential Program and an average GPA of 3.0 across all prerequisite courses (EDSC 310, 320, 330 & 340) must be earned.

EXTRA CREDIT OPTIONS
There may be some opportunities for extra credit throughout the semester. I will send out announcements through Titanium when appropriate.

GRADING STANDARDS:

PLANNED ASSIGNMENTS
I’ve relocated this section right after “In the Event of an Emergency” section. Scroll down.

EXAMINATIONS (Dates, make-up policy, etc.)
There are no formal examinations in this class. Assessment is ongoing and scored accordingly.

LATE ASSIGNMENTS
Late work is not accepted-no exceptions, however you are highly encouraged to revise low scoring work before the end of the semester (last day of class). Submit revisions via email only. If an emergency arises that will prevent you from submitting the work on time please contact me before the due date.
GRADING RUBRICS
Grading rubrics are listed under Course Information section on our TITANium course. Please refer to this location for rubrics to all assignments requiring a score. Note that Credit/No Credit assignments will not have a rubric.

REQUIRED MATERIALS AND EQUIPMENT
There are no additional materials or equipment required for this course.

OTHER INSTRUCTIONAL MATERIAL/ACTIVITIES
All work needs to be completed using the required software and submitted online per the instructor’s request. In the event of technical problems, the instructor will arrange for alternative submission procedures and activities. If the server is down when you attempt to upload your assignment, send me an email BUT continue to try uploading until it is possible for you to do so successfully. It is imperative that your work be submitted through Titanium in order for you to receive your grade. Assignments will be submitted, reviewed, and when appropriate commented upon, and graded via Titanium’s online assignment system. The instructor will attempt to grade assignments within 7-8 days of student submission (NOT counting weekends or holidays).

COMMUNICATION WITH INSTRUCTOR
Email is the most effective, efficient & fastest method to communicate with me. Under normal circumstances, Monday-Friday, you can expect me to respond to email within 24 hours. I will be hosting FACE-TO-FACE office hours Mondays 12 noon to 3 PM. Any email posted to me after 4PM on a Friday will likely receive a response on Monday.

California Commission on Teacher Credentialing, Standard 9: Equity, Diversity and Access to the Curriculum for All Children
- Candidates examine principles of educational equity and diversity and their implementation in curriculum content and school practices for all students.
- Candidates provide all students equitable access to the core curriculum and all aspects of the school community. The program provides opportunities for candidates to learn how to maximize academic achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family backgrounds; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.
- Candidates are prepared to effectively teach diverse students by increasing candidates’ knowledge and understanding of the background experiences, languages, skills and abilities of student populations; and by teaching them to apply appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students.
- Candidates study and discuss the historical and cultural traditions of the cultural and ethnic groups in California society, and examine effective ways to include cultural traditions and community values and resources in the instructional program of a classroom.
- Candidates develop the ability to recognize and eliminate bias in order to create an equitable classroom community that contributes to the physical, social, emotional, and intellectual safety of all students. The program includes a series of planned experiences in which candidates learn to identify, analyze, and minimize personal and institutional bias.
- Candidates have the opportunity to systematically examine his/her stated and implied beliefs, attitudes and expectations about diverse students, families, schools, and communities, and to apply pedagogical practices that foster high expectations for academic performance from all participants in all contexts.

Students with Special Needs: Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must
document their disabilities at the Disabled Student Services Office in order to be accommodated in their courses. UPS 300.000
www.fullerton.edu/disabledservices/

**Academic Dishonesty Policy:** Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021, Academic Senate UPS Document 300.021.

**Two week plan for distance instruction should on-campus instruction be interrupted:** In case of instruction interruption, please check the course Titanium site for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Titanium groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444.

**Attendance Policy:**
1. Students are expected to complete all assigned requirements including readings, videos, and podcasts for each module. There will be no exceptions.
2. Active and high-level critical analysis and participation is a key component of this course. It is expected that you will be a member of the discussions for all required modules. You will be asked to contribute original, well written, and critically thought out responses.
3. You are expected to complete all course activities in a timely and professional manner. Failure to do so will result in additional loss of overall points to your final grade.
4. If you do not participate in an online session, you will lose 5 points from the discussion board participation credit for each module missed.
5. Just because this is an online course, you should NOT expect it to be particularly easy or have less work than any other course. Thus, students in EDSC 340 should expect to spend a minimum of 5-6 hours total per module.
6. Missing two modules of coursework will result in a loss of one whole letter grade from your final score. Missing more than 3 modules will result in failing the course.
7. Following proper netiquette is expected. The core rules of netiquette can be found at http://www.albion.com/netiquette/corerules.html.

**Fieldwork Requirement:** This course will not require fieldwork.

**In the event of emergency,** contact the University Police at 657-278-3333.
http://www.fullerton.edu/emergencypreparedness/epstudents.html

**PLANNED ASSIGNMENTS (Explanation of Assignments)**

1. **Class Introduction Assignment (20 points)**
   Introduce yourself to the class. You may video record your introduction, podcast it, or use any other creative form of multimedia or software to express yourself. Of course you can also submit your introduction in the more traditional written format. It’s your call.

   As an online community, it is important that we know each other before we dive into online discussions on potentially sensitive topics around issues of race, culture, language, and other forms of diversity. There will be numerous opportunities to engage in interesting and important debates on the sociopolitical aspects of multicultural education. Before we get into that, however, I’d like for us to establish a foundation of ourselves and present facets of who we are to each other. There are several layers to this assignment. Each layer is explained below. Please note that there are key readings and videos in Module 1 that must be completed before you attempt to pull together this assignment.
First, tell us who you are and what you like to do when you are not knee-deep in college-related endeavors. Explain why you chose education as a career and what subject area(s) you hope to teach.

A second aspect of this introduction involves sharing with us your ethnic identification(s). (I’m not asking you to check off a race box here…) What is/are your ethnicity(ies), what languages do you speak? In what ways do these characteristics relate to your life? Also, disclose your reactions to this request and explain how you felt as you attempted to identify your ethnicity. Was it difficult for you to explain; is this a welcomed request or one you struggled with? Explain your response.

Next, prior to the readings for Modules 1, tell us how you would define multicultural education. Be as thorough as possible. Now, after having completed the readings, are there aspects of multicultural education that you were unaware of or surprised you? Make sure you fully explain your answer and provide appropriate module citations in APA style with a reference page.

Finally, add any other information you would like us to know about you. The rubric is located under the Course Information section on Titanium. Please share your introductions with the rest of the class by posting your Introductions in the appropriate module forum anytime on Feb 6. In addition to posting on the forum, you are required to contribute 2 or more replies to the introductions your peers have posted by conducting a Gallery Stroll Feb 6-7. Please limit your response to 3 pages + an APA style reference page.

2. What is a Gallery Stroll?
A gallery stroll is an opportunity to view as many of your peer’s initial postings as possible. There will be various opportunities during the semester to respond to students using this Gallery Stroll method. During a Gallery Stroll, go to the appropriate forum in Titanium. Once there, read the postings your peers have uploaded. Ideally, you would read all posts; this is a recommendation I highly encourage. Realistically, I expect you to open and read at least 50% of the posts. Then pick at least 2 and respond directly to their comments. You could also choose to use your 2 replies going back and forth between the same one or two people. This is strictly your choice. Spread your responses over the course of the two days in the Gallery Stroll timeframe. You should be writing a minimum of a paragraph for each reply. You are expected to engage with the content that your classmates raised in their posts—you may wish to raise questions, points of agreement, points of disagreement, share your perspective in relation to theirs using course materials to make your point, etc. The Gallery Stroll rubric is posted under the Course Information section. Read the directions for all assignments carefully making sure you understand when a Gallery Stroll response is required.

3. Conceptual Question Assignments (20 points)
There will be two modules where you will be required to go in-depth to explore a particular concept. The specific Conceptual Questions are listed under the appropriate module in the Assignment Submission Tab on Titanium. Read the multifaceted question carefully; your writing must demonstrate superior understanding of the question. You must address all aspects of the question and include a variety of course materials in the module to support your comprehension and arguments. Your response must demonstrate complex thinking about the meaningful relationships between ideas, themes, and personal experiences related to the specific module topic. The rubric is located under the Course Information section on Titanium. I strongly suggest you read it before you submit your work. Conceptual Question responses should be no more than 3 pages + reference page, double-spaced, 12-point Times New Roman font. APA style citations must be used (Secondary Education policy). In-text citations and a reference page must be included. No abstract or cover page is needed. If you need assistance with APA style, our
CSUF librarians can point you to good sources and the APA manual is sold at the Titan Bookstore. The Internet is another great resource for this information. I have uploaded a Cheat Sheet APA style handout located under the Course Information section on TITANium.

4. Personal Anecdote Assignment (15 points)
You will have one Personal Anecdote assignment this semester worth 15 points. Using readings from Module 3 & 4 you will be required to construct your Personal Anecdote assignment based on the following question:

**Personal Anecdote Question:**
In what ways have you witnessed the structural and organizational aspects of schools contribute to discriminatory practices, particularly related to race and student achievement? (Note: this anecdote asks you to think beyond one act of individual racism or discrimination. Focus on the structural and organizational aspects of school.) Situate your anecdote using the course materials from Module 3 & 4. I am looking to see that you can connect the examples raised in these readings with your own schooling experience at any educational level you choose—kindergarten through higher education.

This assignment will allow you to demonstrate your comprehension of the module materials by situating the main arguments strictly within your perspective. The rubric is located under the Course Information section on Titanium. You’ll find it to be very similar to the Free Write rubric since I am essentially looking for similar things here—comprehension of the course materials and the ways in which you interpret and analyze them through a sociopolitical context.


5. Free Write Response with Gallery Stroll Assignment (15 points):
You will have 1 module where you are free to construct your own response to the readings and participate in a Gallery Stroll with your peers. At 15 points, 10 points will be for the initial Free Write response and 5 additional points will go towards the quality of your 2 follow-up replies. The rubric is listed under the Course Documents section of Titanium. I strongly suggest you read it before you submit your work. Additional directions regarding the minimum requirements for the Free Write are:

- Begin a new discussion board “string” for your own initial Free Write Response post. This post will be your main post for each module that requires a Free Write Response.
- Main post will be due: anytime on March 11.
- 2 follow up posts must be posted during the module timeframe: March 11-12. You may select 2 different students and respond directly to their comments or you could choose to use your 4 replies going back and forth between the same one or two people. This is strictly your choice.
- 600-word minimum on your first/opening post.
  - In general, opening post should make reference to appropriate module materials (using appropriate APA style citations and a reference page) should relate them to your own experience, should express your opinions and thoughts on an issue. DO NOT simply provide a summary of the week’s readings. Extensive summaries will result in loss of points. The purpose of the post is to engage with an idea or a concept covered in the week’s readings in order to fully answer the discussion questions. This requires making connections, critique, affirmation, raising questions – your own thinking. Make sure your post clearly lets me know that you conducted careful readings by actually discussing them – a main post built solely upon personal reflection will result in loss of points.
- 2 replies to the posts of your peers (2 + opening post).
Your replies must be substantive to “count” towards your grade. This means that a reply of “I agree” will NOT earn you a grade. Rather, you are expected to engage with the content of what your classmates have discussed in their posts – again, raising questions, raising points of agreement, points of disagreement, sharing your perspective in relation to theirs, using course readings, podcasts, and videos to make your point. Substantive replies are usually at least a full paragraph or more in length.

6. Culture, Identity, and Linguistic Diversity Voice Thread Activity (10 points):
For this activity, you will conduct the required course material readings, podcasts, and videos before you respond to the questions relating to this module topic. Then, go to the appropriate module on Titanium and click on the live link that will take you to my VoiceThread. Listen to my opening slide and follow the directions I provide you with. Post your replies only on slides 3 & 4 and make sure you listen to what your peers have recorded as well. Due anytime (on or before) March 18.

PLEASE NOTE: You must have registered for a free VoiceThread (VT) account before this module. Also, make sure you have a working microphone on your computer. It’s important to troubleshoot beforehand to become sufficiently familiar with this software. A good place to start is on the VT site. It’s a useful resource worth exploring before completing the assignment.

7. Professional Disposition/Research Report (30 points):
As part of the student learning goals and course objectives (see syllabus, “Course Objectives”), I’d like for this assignment to be based on concrete and specific goals to improve your professional development as future educators. One way to do this is to have you think about multicultural/inclusive/democratic education in ways that directly relate to your future subject area, whether that is Math, Social Studies, English, Art, Physical Education, etc. Modules 9 & 10 deal directly with adapting curriculum for multicultural classrooms, I'd like for you to use the course materials from these modules to think about how these readings apply to your own disposition as an educator in your subject area. Ayers (2004) and Titone (1998) help frame this discussion by focusing (both directly and indirectly) on aspects that make us consider connections between culture, language and ethnic identity. At the same time, Nieto (2012) introduces us to aspects of the curriculum that can be adapted to provide a more inclusive education for all students. How might you use these readings to help you think about yourself as a multicultural educator in your subject area? Your report must include citations across these modules as well as outside sources that demonstrate how you are developing self-reflexive thought patterns and thinking about appropriate pedagogical practices.

Directions: You have had the majority of the semester to make sense of the significance of multicultural education not just in your future classroom, but also as a campus-wide initiative. Moreover, CSUF’s Professional Disposition Expected of Candidates Statement (2011) is very clear on its position to promote diversity. Given this expected disposition, this assignment will require you to conduct research that specifically addresses how diversity education is being implemented in your subject area. Evaluate your findings. What are the pros and cons of such inclusionary practices?

Some questions to consider are: How do you see yourself making these connections in the near future when you have your own classroom? How have you seen it implemented (or not) in your own observations of other classes? What online resources exist (scholarly journals) to support your subject area move towards more inclusive and equitable practices? How are these resources also taking into account (or not) the development of campus climates to help foster inclusive practices? Are there successful schools that implement diversity in positive ways?
I strongly urge you to use the library as a starting point—you’ll find the librarians to be excellent and quite helpful. If you have connections to current teachers, school staff, and students you may consider interviewing them as part of gathering applicable research. You are welcome to take this premise and accommodate it to your subject area. No more than 5 pages + reference page. **Due: anytime on April 16.**

8. LGBTQ Voice Thread Activity: Coming Out Testimonials (10 points):
For this activity, you will read testimonials from gay and straight students and teachers regarding the struggles of dealing with homophobia. You will need to access the handout called, “Testimonials: Stories of Youth Facing Homophobia” from the Course Documents section on Titanium in order to complete this assignment.

Testimonials are a way to put a human face on the issue of homophobia and the resultant isolation, fear, depression, and anger that its victims report. By hearing the voices and stories of real people, homophobia is moved from the intellectual to the personal domain, and it becomes increasingly difficult for compassionate human beings to ignore or discount the need for anti-homophobia education in their schools. All of the stories illustrate how homophobia contributes to a climate of hostility, making adolescence especially hard to navigate.

The activity concludes with a discussion using VoiceThread in order to underscore our responsibility as future educators in ending discrimination and prejudice against LGBTQ students and creating safer schools for all our students.

In addition to reading the Testimonials Handout, you are required to watch at least 4 Coming Out Testimonials on You Tube or on the internet site: www.itgetsbetter.org. Just search “Coming Out Stories” on You Tube, make sure you pick good ones to watch, remember that you must sift through many bad videos to pick out a few good ones. When you have completed your You Tube search go back to the handout and focus on the discussion questions I have provided you. Think about the impact these testimonials have had on you and respond to the question on my VoiceThread on or before April 28. I have posted additional directions for this procedure on my VT. You will find this link through the appropriate module on Titanium. This is a credit/no credit assignment.

9. Disability Presentation (Collaborative Assignment) (20 points)
**Disability Presentations:**
Chapter 4 Disabilities and Heath Disorders: Strategies for Educators
Authors: Deshler & Schumaker

As you know, Module 12 deals with a new topic in our diversity education course. We will focus our attention on disabilities for the final class module. You will find this chapter in the appropriate module on Titanium. I want to mention that Chapter 4 is simply a resource chapter. Essentially, it is a list of disabilities that read more like a directory. I will place you in groups of 2 or 3 in order to have you share the responsibility of making sure we are aware of the different types of disabilities that you may encounter in your future mainstream classrooms. **There is no need to read the entire chapter since we are all sharing that task, but you will need to be familiar with your section of the disability.** The disabilities in Chapter 4 are listed in alphabetical order; therefore, it should be relatively easy to locate your particular disability.

By May 16, you and your partner(s) will become "mini-experts" on a particular disability. Present your information using any presentation format you prefer (PowerPoint, Keynote, Prezi, YouTube, etc). There is no limit or minimum on the number of “slides”. You are encouraged to locate additional sources to generate your information such as the internet, library, personal accounts, videos, and and/or other means. Multimedia is highly encouraged. In the past, student presentations have been very creative embedding video and other such sources, mentioning
famous people with your assigned disability is always an attention grabber. Do know that you have enough basic information from Chapter 4 to get you started. You must include APA style citations and a reference page for all work cited.

These are the mini-presentation guidelines:
* Explain the disability and give us some general background
* Describe the characteristics
* Provide us with strategies to be effective in the classroom
* Be creative in your presentation style

When you submit your work through the appropriate module, make sure only ONE team member submits the presentation. We don’t want double postings of the same presentation in the forum. Each will receive the same score so be sure to share the workload. During the **Gallery Stroll timeframe: May 16-17**, you will be “visiting and viewing” the presentations. Each one of you will still be held accountable for posting at least 2 comments on the discussion board forum. During the replies, feel free to ask clarification questions, discuss your own experiences with each particular disability, and express your concerns and/or fears about disabilities in the mainstream classroom.

It is recommended that you keep a copy of Chapter 4, you may need to refer to it in the future, depending on your individual classroom and student needs.

**Disabilities:**
- Attention-Deficit/Hyperactivity Disorder:
- Auditory Processing Dysfunction:
- Autism:
- Cerebral Palsy:
- Dyslexia:
- Epilepsy:
- Emotional Disturbance:
- Gifted Students with Learning Disabilities:
- Head Injury:
- Tourette Syndrome:
- Fetal Alcohol Syndrome:
- Learning Disabilities:
- Visual Impairments:
(I will set you up in teams once the course enrollment stabilizes. Stay tuned.)

**10. Final Project: Interview Assignment (60 points):**
The purpose of this final is to acquire a sense of what the general population considers multicultural education to be and then to construct a comparative analysis in relation to how our course materials define multicultural education.

You are asked to interview 3 adults (any 3 people in or outside the field of education). Questions to consider asking, but not limited to, are: Define multicultural education. What do you think multicultural education is? How was it implemented in your own educational experience? Does multicultural education have a place in schools? Why or why not? Have your interviewees explain their answers completely. Ask follow-up questions as necessary. Be mindful of your reactions to their responses and take good detailed notes—your reactions to these answers will create a nice foundation from which to present your information. It’s important that you also engage in dialogue with your interviewees, sharing with them the information you are learning in this class. You are asked to conduct these interviews early in the course so that you are able to
consider their responses in order to develop strong analysis in light of the readings through Module 12.

Your final paper must include an analysis of the similarities and differences between their responses and our course materials as well as your examination of why these discrepancies in our understanding of multicultural education exist. Additionally, your paper should demonstrate complex thinking about the relationship between ideas around multicultural education and a high level of understanding regarding the sociopolitical context of education. This paper is an analytical essay and must NOT be structured in a Q & A format. As a guideline, you may have a maximum of 5-7 pages + reference page, double-spaced, APA style in-text citations.

This Interview Activity is due anytime on or before Wednesday, May 22. Please upload it through the appropriate module on Titanium. The rubric is located under the Course Information section on Titanium.
Course Calendar

16-WEEK SCHEDULE
(15 weeks of instruction plus 1 exam week)

NOTE: Most readings are in either the Rethinking Multicultural Education textbook (Au, 2009) or in Affirming Diversity textbook (Nieto & Bode, 2012).

All RUBRICS listed under the Course Information tab on Titanium.

<table>
<thead>
<tr>
<th>MODULE</th>
<th>TOPIC w/TPEs</th>
<th>WHAT'S DUE</th>
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</thead>
</table>
| Module 1 | Introduction to EDSC340 & Class Introductions (TPEs: 1,4,5,8,11,13) | 1. Read the syllabus carefully and listen to “Welcome Podcast by Dr. Chávez. (located under the appropriate module on Titanium.)
2. Read Chapter 2 (yes, we’ll start with Ch. 2 first): “Defining Multicultural Education for School Reform” on page 40 from the Nieto and Bode textbook. If you don’t have the book yet, I’ve uploaded a PDF copy of Nieto’s Chapter 2. You’ll find this chapter located under the appropriate module on Titanium. You’ll definitely need the textbooks by Module 3.
3. Read brief PDF Articles: by Sonia Nieto (1) Profoundly Multicultural Questions & (2) Nice is Not Enough: Defining Caring for Students of Color. You’ll find these articles located under the appropriate module on Titanium.
5. Listen to: How to Navigate this Course VoiceThread (Live link is located under appropriate module in TITANium)
6. Introduction Assignment: (See Planned Assignments section on the syllabus for instructions)
7. DUE on Titanium: post your Introduction Assignment anytime on Feb 15. You’ll find the specific Conceptual Question listed under Module 2 on Titanium. (See Planned Assignments section on the syllabus for instructions) |
| Extra long module | | |
| Module 2 | Multicultural Education Within a Sociopolitical Context (TPEs: 5,6, 8, 11) | 1. Nieto & Bode, Chapter 1. If you don’t have the book yet, I’ve uploaded a PDF copy of Nieto’s Chapter 1. You’ll find this chapter located under the appropriate module on Titanium. You’ll definitely need the textbooks by Module 3.
4. Listen to Podcast by Dr. Chávez, “The Sociopolitical Context of Multicultural Ed/Democratic Education” (under the appropriate module on Titanium.)
5. Against Article: Sowell (2012) “Multicultural Education” You’ll find this PDF under the appropriate module on Titanium.
6. DUE on Titanium: Conceptual Question response anytime on Feb 15. You’ll find the specific Conceptual Question listed under Module 2 on Titanium. (See Planned Assignments section on the syllabus for instructions) |
| Feb 8-15 | Extra long module | |

Single Subject Credential Program, California State University Fullerton, 2013 212
### Module 3
**Feb 16-23**

**Racism, Discrimination, and Expectations of Students’ Achievement (TPE's: 4,8,11,12)**

**Objectives:**
- Students will understand the systemic nature of discrimination
- Students will demonstrate knowledge regarding the role of racism in educational institutions

1. **Nieto & Bode chapter 3**
3. Delgado & Stefancic (1997) “Imposition” *You’ll find this PDF under the appropriate module on Titanium.*
6. **Listen to Podcast** by Dr. Chávez, “Individual and Institutional Dimensions of Racism & Discrimination” *You’ll find this podcast under the appropriate module on Titanium.*
7. **DUE on Titanium:** Nothing for this module, however, you must combine your reactions to these module materials during Module 4’s Personal Anecdote assignment. Take good notes!!

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### Module 4
**Feb 24-Mar 4**

**Structural and Organizational Issues in Classrooms and Schools (TPE: 1,4,5,6,11)**

**Objectives:**
- Students will discuss the ways in which educational structures and organizations impact both students and educators and discuss possible solutions
- Students will discuss the ideological role of the Columbus myth and understand the effects of this narrative in schools

1. **Nieto & Bode Chapter 4**
5. **Against Article:** Walberg (2011) “Stop the war against standardized tests.” *You’ll find this PDF under the appropriate module on Titanium.*
6. **Watch Video:** Discussion by Dr. Pedro Noguera. *You’ll find this video under the appropriate module on Titanium.*
7. **DUE on Titanium:** Personal Anecdote due anytime March 4. *You’ll find the Personal Anecdote question listed under Module 4 on Titanium. (See Planned Assignments section on the syllabus for instructions)*

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### Module 5
**Mar 5-11**

**Culture, Identity, and Learning (TPE’s: 1,4,5,6,8,9,11)**

**Objectives:**
- Students will demonstrate knowledge regarding the role of culture in educational institutions and its impact on student achievement
- Students will understand the role of culture and language in identity formation

1. **Nieto & Bode Chapter 5**
3. Christensen (2009, p. 89) “Putting out the linguistic welcome mat” *In Rethinking Multicultural Education textbook (edited by Wayne Au).*
5. **Watch Video:** Discussion by Dr. David Stovall. *You’ll find this video under the appropriate module on Titanium.*
6. **DUE on Titanium:** **Free Write & Gallery Stroll** Due March 11. *Conduct a Gallery Stroll Oct 11 & 12. (See Planned Assignments section on the syllabus for instructions. Also, note some overlap with Mod 6 dates—this just to give you some extra time for the Gallery Stroll)***
<table>
<thead>
<tr>
<th>Module 6</th>
<th>Mar 12-18</th>
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<tbody>
<tr>
<td><strong>Linguistic Diversity in U.S. Classrooms</strong> <em>(TPEs: 1,4,5,6,8,9,11)</em></td>
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<tr>
<td><strong>Objectives:</strong></td>
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<tr>
<td>• Students will demonstrate knowledge regarding the role of multilingualism and its potential to positively impact student achievement</td>
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<td>• Students will explore the conscious and unconscious role of racism and linguicism at the individual, institutional, and cultural level based on citizenship status and language</td>
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<tr>
<td>1. Nietzsche &amp; Bode Chapter 6 (read only pp. 221-227 &amp; 237-238)</td>
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<td>4. <strong>Watch Video:</strong> Do You Speak American? You’ll find this video under the appropriate module on Titanium.</td>
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<td>5. <strong>Against Article:</strong> Porter (1998) “The Case Against Bilingual Education” You’ll find this PDF under the appropriate module on Titanium.</td>
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<td>6. <strong>DUE</strong> on Titanium: Culture, Identity, &amp; Linguistic Diversity VoiceThread due on (or before) March 18. You’ll find the VoiceThread link located under the appropriate module on Titanium. Complete directions in the Planned Assignment section of the syllabus as well.</td>
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<tr>
<th>Module 7</th>
<th>Mar 19-22</th>
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<tr>
<td><strong>Understanding Student Learning &amp; School Achievement</strong> <em>(TPEs: 1,4,5,6,8,9,11)</em></td>
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<td><strong>Objectives:</strong></td>
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<tr>
<td>• Students will learn a variety of educational theories that contribute to explanations of student achievement</td>
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<td>• Students will read about alternate forms of parental involvement in school</td>
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<tr>
<td>1. Nietzsche &amp; Bode Chapter 7</td>
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<td>2. Lopez (2001) “The value of hard work: Lessons on parent involvement from an (im)migrant household” You’ll find this PDF article under the appropriate module on Titanium.</td>
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<td>3. Orellana (2001) “The work kids do: Mexican and Central American children’s contributions to households and schools in California” You’ll find this PDF article under the appropriate module on Titanium.</td>
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<td>4. <strong>DUE</strong> on Titanium: Nothing for this module, however, you must combine your reactions to these module materials during Module 8’s Conceptual Question response. Take good notes!!</td>
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<tr>
<th>Module 8</th>
<th>Mar 23-29</th>
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<tr>
<td><strong>Learning From Students</strong> <em>(TPEs: 1,4,5,6,8,9)</em></td>
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<td><strong>Objectives:</strong></td>
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<tr>
<td>• Students will reflect upon the notion of educating in a multicultural world</td>
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<td>• Students will understand the role of family, community, and schools in providing environments for academic success</td>
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<tr>
<td>1. Nietzsche &amp; Bode Chapter 8</td>
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<tr>
<td>3. Sokolower (2009) “We need to know this!” in <em>Rethinking Multicultural Education</em> textbook (edited by Wayne Au)</td>
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<tr>
<td>5. <strong>Reminder:</strong> If you have not already done so, conduct interviews early on for your final paper. (See Planned Assignments section on the syllabus for instructions)</td>
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<td>6. <strong>DUE</strong> on Titanium: Conceptual Question response due anytime on March 29. You’ll find the Conceptual Question listed under the appropriate module. (See Planned Assignments section on the syllabus for instructions)</td>
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<tr>
<th>March 30- April 7</th>
<th><strong>Spring Break!</strong></th>
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<td><strong>Relaxation is mandatory!</strong></td>
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<tr>
<th>Module 9</th>
<th>April 8-11</th>
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<tr>
<td><strong>Adapting Curriculum for Multicultural Classrooms</strong> <em>(TPEs: 1,4,5,6,8,9,11,12,13)</em></td>
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<td><strong>Objectives:</strong></td>
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<tr>
<td>• Students will gain insight into a multicultural education curriculum</td>
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<td>• Students will elaborate on the</td>
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<tr>
<td>1. Nietzsche &amp; Bode Chapter 9</td>
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<tr>
<td>2. Ayers (2004) “Rethinking the Profession of Teaching: The Progressive Option.” You’ll find this PDF article under the appropriate module on Titanium.</td>
<td></td>
</tr>
<tr>
<td>3. CSUF’s Professional Disposition (2011) PDF. You’ll find this PDF article under the appropriate module on Titanium.</td>
<td></td>
</tr>
<tr>
<td>4. <strong>Listen to Podcast</strong> by Dr. Chávez, “The Role of Fear” You’ll find this podcast under the appropriate module on Titanium.</td>
<td></td>
</tr>
<tr>
<td>5. <strong>Watch Video:</strong> “The Monsters are Due on Maple Street”</td>
<td></td>
</tr>
<tr>
<td>Module 10</td>
<td>April 12-16</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td>Objective: Students will reflect upon and define the role of professionalism for educators.</td>
<td></td>
</tr>
<tr>
<td>Affirming Diversity: Implications for Teachers, Schools, Families &amp; Communities (TPEs: 1,4,5,8,12)</td>
<td></td>
</tr>
<tr>
<td>1. Nieto &amp; Bode Chapter 10</td>
<td></td>
</tr>
<tr>
<td>2. Titone (1998) “Educating the White Teacher Ally” You’ll find this PDF article under the appropriate module on Titanium.</td>
<td></td>
</tr>
<tr>
<td>3. Watch Video: Discussion by Dr. Tyrone Howard (You’ll find this video under the appropriate module on Titanium.)</td>
<td></td>
</tr>
<tr>
<td>4. Listen to Podcast by Dr. Chávez (Closing Lecture on Multicultural Education). You’ll find this podcast under the appropriate module on Titanium.</td>
<td></td>
</tr>
<tr>
<td>5. <strong>DUE</strong> on Titanium: Professional Disposition/Research Report due anytime on April 16 (See Planned Assignments section on the syllabus for instructions)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 11</th>
<th>April 17-28</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective: Students will be able to navigate the terminology applicable to sexual identities. Students will demonstrate knowledge of LGBTQ community issues and resources and identify how these concerns have shaped the public discourse related to institutionalized discrimination, tolerance, and eventual inclusion. Students will analyze responsibility for ending discrimination against lesbian, gay, bisexual, and transgender persons.</td>
<td></td>
</tr>
<tr>
<td>LGBTQ (TPEs: 1,5,6,8,11,12,13)</td>
<td></td>
</tr>
<tr>
<td>2. <strong>Read</strong>: “CA Governor Signs Bill Requiring Schools to Teach Gay History” (CNN, 2011)</td>
<td></td>
</tr>
<tr>
<td>3. <strong>Browse</strong>: Collected Resources Article, “Heterosexual Privilege, Ally &amp; Glossary”</td>
<td></td>
</tr>
<tr>
<td>5. <strong>Listen to Podcast</strong> by Ms. Heather Carter, OUTLoud Project Manager, Youth Suicide Prevention Program (What Schools Can Do) Located under the appropriate module on Titanium.</td>
<td></td>
</tr>
<tr>
<td>6. <strong>Watch Video</strong>: “Bullied” You’ll find ALL videos for this module under the appropriate module on Titanium.</td>
<td></td>
</tr>
<tr>
<td>7. <strong>Watch Video</strong>: “For the Bible Tells Me So” (2007)</td>
<td></td>
</tr>
<tr>
<td>8. <strong>REMINDER</strong>: Start working on your final paper, you’ll need to do some legwork prior to writing it.</td>
<td></td>
</tr>
<tr>
<td>9. <strong>DUE</strong> on Titanium: VoiceThread Response on or before <strong>April 28</strong>. See Syllabus, “Planned Assignments” for further details regarding VoiceThread procedure.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 12</th>
<th>April 29-May 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective: Students will learn approaches to being inclusive and effective educators for students with disabilities.</td>
<td></td>
</tr>
<tr>
<td>Teaching Diverse Student Learners (TPEs: 1,4,5,8,9,12)</td>
<td></td>
</tr>
<tr>
<td>2. Porter &amp; Smith (2011). Selected Sections of <strong>Chapter 5</strong> (pgs. 141-155) &amp; <strong>Chapter 6</strong> (pgs. 173-191)</td>
<td></td>
</tr>
<tr>
<td>4. <strong>Watch Video</strong>: “How Difficult Can This Be? F.A.T. City Workshop.” You’ll find ALL videos for this module under the appropriate module on Titanium.</td>
<td></td>
</tr>
<tr>
<td>5. <strong>Watch Video</strong>: “Including Samuel.”</td>
<td></td>
</tr>
<tr>
<td>6. <strong>DUE</strong> on Titanium: Disability Presentations ONE</td>
<td></td>
</tr>
</tbody>
</table>
member of your team will post the presentation through the appropriate module on Titanium by May 16. But, EACH of you are required to read and conduct a Gallery Stroll May 16-17.

| Final Submission | Final | Final due anytime on Tuesday, May 22, 2013. |

FYI: I am LGBTQ Safe Space Trained.
EDSC 410: Teaching English Learners in Secondary Schools  
Fall 2012

<table>
<thead>
<tr>
<th>Instructor: Daniel Choi, Ph.D.</th>
<th>Meeting Room: EC-049</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office: College Park CP 520-12</td>
<td>Office Hours: Wednesdays 3:00pm-4:00pm or by appt.</td>
</tr>
<tr>
<td>Voice: (714) 278-3903</td>
<td>E Mail: <a href="mailto:dchoi@fullerton.edu">dchoi@fullerton.edu</a></td>
</tr>
</tbody>
</table>

COURSE DESCRIPTION: EDSC 410 Teaching English Learners in Secondary Schools

This course focuses on strategies for teaching content classes to limited English proficient students and non-standard dialect students. The course content includes a brief overview of language acquisition theories and issues related to language development to study the implications for teachers of content-area courses. (Prerequisite: EDSC 340/EDSC 440M).

COURSE GOALS/OBJECTIVES

Students will be able to:

• Understand language acquisition theories and factors affecting first- and second- language development; *(TPE 4, 5, 6, 6c, 7 & 8)*
• Describe how the principles of second language acquisition can be used in the mainstream classroom to facilitate language development of English learners (EL’s); *(TPE 4, 5, 6, 6c, 7, 8, 9, 10 & 11)*
• Become familiar with the legal issues and research pertaining to the education of EL’s; *(TPE 12)*
• Understand historical development of language teaching approaches & strategies; *(TPE 2, 4, 6c, & 7)*
• Learn, understand and effectively use materials, methods and strategies for English language development *(TPE 4, 5, 6, 6c, & 7)*
• Learn and understand how to interpret assessments of EL’s (e.g., CELDT) *(TPE 2 & 3)*
• Meet with “AB1059” (i.e., English Learner Requirement) *(TPE 7)*

The Mission of the Department of Secondary Education is to develop quality secondary school teachers. We are committed to providing a program that reflects the complex contexts of the secondary classroom and models a professional community where learning is interactive and dynamic. Our philosophy is to prepare educational leaders through a course of study which bases practice upon knowledge of current research in curriculum and instruction. We develop students as life-long learners, reflective practitioners, and change agents who positively influence decision-making in schools and communities to improve the education of adolescents.

Special Needs Students: Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disabled Student Services Office in order to be accommodated in their courses.
**Academic Dishonesty Policy:** Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021, [http://www.fullerton.edu/senate/](http://www.fullerton.edu/senate/).

**Two week plan for distance instruction should on-campus instruction be interrupted:** (adapt as appropriate) In case of instruction interruption, please check the course Titanium site for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Titanium groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 714-278-4444.

In the event of emergency, contact the University Police at 714-278-3333.

**REQUIRED TEXTS**


**ASSIGNMENT MATRIX: Mapped to Standards and Outcomes**

<table>
<thead>
<tr>
<th>Course</th>
<th>Signature Assignments, Forms, and Policies</th>
<th>Major TPEs Addressed</th>
<th>Education Unit Dispositions Expected of Candidates</th>
<th>Education Unit Student Outcomes and Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>410: Teaching English Learners</td>
<td>✪ A Task 1 Scenario 3 <strong>Practice:</strong> Demonstration of knowledge of and skills in supporting and engaging all students, including English learners in learning the content area and in learning about students; demonstration of knowledge of and skills in interpreting and using assessments associated with English learners</td>
<td>TPE 3 Interpretation and Use of Assessments TPE 5 Student Engagement TPE 7 Teaching English Learners TPE 8 Learning about Students</td>
<td>✪ Promote diversity ✪ Engage in collaborative endeavors ✪ Think critically ✪ Maintain professional and ethical standards ✪ Value life-</td>
<td>✪ Promote diversity ✪ make informed decisions ✪ engage in collaborative endeavors ✪ become change agents ✪ maintain professional and ethical standards</td>
</tr>
</tbody>
</table>
### Assignments

1. Attendance and Participation = 0
2. Group Reading Presentation = 20
3. Interview Project = 30
4. Lesson Plan Assignment = 50
5. Final = 100

**Attendance and Participation (0 points, but can lose points for excessive absence and being unprepared for class- 5 points each time class is missed)**

Every individual enrolled in the course has responsibility for the overall quality of the course and can enhance the knowledge and perspectives developed by every other member of the class. To make this happen, each student must prepare for and participate fully in class. This includes being on-time for class and notifying the instructor before class if an absence is necessary (not after the fact). Of course, the exception is in case of emergencies. Absences without notifying the instructor will result in an automatic loss of points.

If you miss any part of a class, it is your responsibility to make arrangements with a classmate for missed instruction, assignments and/or handouts.

Each week you will be expected to submit a very short response to 4 areas:

1. A teaching insight from book
2. A teaching insight related to your content area
3. A non-teaching insight from book
4. A question to ask

The length of the responses to each item can range from a couple of sentences to a paragraph, at the most. You’ll be asked to bring a copy of this to class for discussion, and to post it each week on Titanium for the benefit of the class.
Group Reading Response Presentation
You will be part of a group scheduled to present a practical review/report presentation for one of the chapter readings. Each group will begin with a presentation to the class and then lead an interactive discussion; your objective is to pose some questions or scenarios using the material covered in the chapter reading for the week. Lastly, the presentation requires each group to demonstrate 2-3 strategies that could be used in the classroom. After the demonstration, you will use the time to present pro and cons of the strategies. The total time allotted for this presentation and subsequent discussion is 20 minutes.

Interview Assignment
For this task, students will interview one of the following people:
1. A teacher (either the one s/he is observing or any practicing teacher in your content area)
2. A specialist who works with ELs on site; and
3. A parent or community member.
Generally speaking, you will be asking about common obstacles that ELLs face from each interviewee’s point of view.

The written portion should be at least 2-3 pages double-spaced. In class, we'll take some time to share some of our findings. More specific details on format will be posted on Titanium.

Suggested questions to ask each interviewee will be posted onto Titanium.

Lesson Plan Assignment
Though there is no full practice of the TPA Task 1 Scenario 3, however this assignment covers many of the aspects that are found in the TPA. Therefore, the expectation is that students choose any lesson plan from your content area and plan for a 2-3 day lesson that will demonstrate how you would adapt that same lesson for English Learners. If you do not have a lesson plan to work with, you may use any csuf-endorsed template.

Final Exam
This will be a comprehensive examination of material covered in this course. It will involve short answer and essay-type items. A study guide will be posted a week before the final is due. The final is due midnight on December 16, 2011. **No late exams will be accepted.**

Grading and Evaluation

Grades: A = 100 - 90; B = 89 – 80; C = 79 - 70; D = 69 – 60; F = 59 – below
The plus/minus grading option will not be applied in this course. Grades are rounded to the nearest whole number; 79.5% is an 80%, 79.4% is a 79%.
### Course Schedule (Subject to Change)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic/Activities</th>
<th>Assignments (completed prior to class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/29</td>
<td>Course K-W-L</td>
<td>Overview and Conceptual Framework for the Course</td>
</tr>
<tr>
<td>2</td>
<td>9/5</td>
<td>Characteristics of ELs; Demographics; Theories of L1 and L2 Acquisition</td>
<td>Diaz-Rico &amp; Weed, Ch. 3</td>
</tr>
<tr>
<td>3</td>
<td>9/12</td>
<td>English Language Development</td>
<td>Diaz-Rico &amp; Weed, Ch. 4</td>
</tr>
<tr>
<td>4</td>
<td>9/19</td>
<td>Content Area Instruction</td>
<td>Diaz-Rico &amp; Weed, Ch. 5 GROUP PRESENTATION</td>
</tr>
<tr>
<td>5</td>
<td>9/26</td>
<td>NO CLASS MEETING: INTERVIEW ASSIGNMENT DUE</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>10/3</td>
<td><em>SIOP</em>: Lesson Planning Parcell 5:30</td>
<td><em>SIOP</em>: Chapter 2 GROUP PRESENTATION</td>
</tr>
<tr>
<td>7</td>
<td>10/10</td>
<td><em>SIOP</em>: Strategies, Interaction, Practice/ Application</td>
<td>SIOP: Chapter 5 GROUP PRESENTATION</td>
</tr>
<tr>
<td>8</td>
<td>10/17</td>
<td>Assessment of ELLs: Formal and Informal Methods /</td>
<td>O’ Malley and Valdez Pierce, Ch. 2 (Readings on Titanium) GROUP PRESENTATION</td>
</tr>
<tr>
<td>9</td>
<td>10/24</td>
<td>NO CLASS MEETING: LESSON PLAN ASSIGNMENT DUE</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>10/31</td>
<td>Assessment of ELLs: Formal and Informal Methods /</td>
<td>O’ Malley and Valdez Pierce, Ch. 7 GROUP PRESENTATION</td>
</tr>
<tr>
<td>11</td>
<td>11/7</td>
<td><em>SIOP</em>: Practice and Application Parcell 5:30-6:30</td>
<td>SIOP: Chapter 7 GROUP PRESENTATION</td>
</tr>
<tr>
<td>12</td>
<td>11/14</td>
<td><em>SIOP</em>: Lesson Delivery</td>
<td>SIOP: Chapter 8 (Readings on Titanium)</td>
</tr>
<tr>
<td>11/19-11/23</td>
<td>THANKSGIVING HOLIDAY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>11/28</td>
<td>Culturally Responsive Schooling</td>
<td>Diaz-Rico &amp; Weed, Ch. 10 GROUP PRESENTATION</td>
</tr>
<tr>
<td>14</td>
<td>12/5</td>
<td>Bilingual Education Parcell 530-630</td>
<td>Diaz-Rico &amp; Weed, Ch. 6 GROUP PRESENTATION</td>
</tr>
<tr>
<td>15</td>
<td>12/12</td>
<td>Educators in Language Policy</td>
<td>Diaz-Rico &amp; Weed, Ch. 11 GROUP PRESENTATION</td>
</tr>
<tr>
<td>12/19</td>
<td></td>
<td>Final Assignment Due</td>
<td></td>
</tr>
</tbody>
</table>
EDUCATION UNIT CONCEPTUAL FRAMEWORK

Mission
The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

Program Outcomes and Indicators
After successful completion of a program of study, our credential recipients and program graduates are:

1. Knowledgeable and Competent Specialists who
   d) demonstrate a strong foundation of knowledge
   e) implement effective practice
   f) use current technologies for teaching and learning

2. Reflective and Responsive Practitioners who
   e) advance just, equitable, and inclusive education
   f) make informed decisions
   g) participate in collaborative endeavors
   h) think critically and creatively

3. Committed and Caring Professionals who
   d) demonstrate leadership potential
   e) maintain professional and ethical standards
   f) engage in continuous improvement
PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES
Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found at the faculty documents section of the COE website.

RESPONSE TIME
Email is the most effective, efficient & fastest method to communicate with me. Under normal circumstances, Monday-Friday, you can expect me to respond to email within 24 hours. I will be hosting FACE-TO-FACE office hours Fridays 7:00 AM- 8:00 AM and 12 noon-2PM. Any email posted to me after 4PM on a Friday will likely receive a response on Monday. Feel free to set up alternate appointments with me at a mutually agreed upon time.

COURSE DESCRIPTION
EDSC 440F Supervised Fieldwork in Secondary Schools (2). Prerequisite: Admission to Single Subject Credential Program. Concurrent enrollment in EDSC 440S. Includes 60-hour practicum in single subject in public schools. Credit/No credit. No less than a B- is required to receive a grade of credit.

STUDENT LEARNING GOALS AND RELATED OBJECTIVES
This section presents the course’s student learning goals and lists the learning objectives related to each goal. The objectives indicate the competencies candidates will develop by the end of the course.

EDSC 440S and 440F are designed to facilitate the development of student teachers as reflective practitioners.
Specifically, students will:
• Explore the theories and practice of education and schooling within the context of society.
• Develop sensitivity to the complexity of teaching and the dynamic nature of the instructional environment.
• Examine the impact of student diversity (with respect to academic ability, gender, ethnicity, socioeconomic status, and culture) on classrooms.
• Familiarize themselves with the six California Standards of the Teaching Profession and reflect on how the standards permeate all aspects of their teaching.
• Develop proficiency in the thirteen California Teaching Performance Expectations.
• Successfully pass Tasks 1 and 2 of the California Teaching Performance Assessment.

REQUIRED TEXTS

OTHER REQUIRED MATERIALS
Additional readings available on our TITANium course site will be required. Course content is divided into modules. The required materials will be clearly listed in each module. Please refer to the course site.
RECOMMENDED MATERIALS
Recommended materials will be clearly listed in each module. Please refer to the course site.

ATTENDANCE
Candidates are responsible for punctual and regular attendance at their assigned school sites observing three periods per day following a program of gradual induction using co-teaching strategies. Lesson plans must follow the EDSC Lesson Plan format and be submitted to Master Teacher and University Supervisor before teaching.

Candidates will participate in structured fieldwork observations and discussion forums on TITANium.
- Assignments and due dates are located on TITANium in the course calendar.
- Assignments are to be uploaded to the designated course module on TITANium.

GRADING POLICY AND GRADING STANDARDS FOR THE COURSE

Table 2: Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>96% - 100%</td>
</tr>
<tr>
<td>A</td>
<td>93% - 95%</td>
</tr>
<tr>
<td>A-</td>
<td>90% - 92%</td>
</tr>
<tr>
<td>B+</td>
<td>86% - 89%</td>
</tr>
<tr>
<td>B</td>
<td>83% - 85%</td>
</tr>
<tr>
<td>B-</td>
<td>80% - 82%*</td>
</tr>
<tr>
<td>C+</td>
<td>76% - 79%</td>
</tr>
<tr>
<td>C</td>
<td>73% - 75%</td>
</tr>
<tr>
<td>C-</td>
<td>70% - 72%</td>
</tr>
<tr>
<td>D+</td>
<td>66% - 69%</td>
</tr>
<tr>
<td>D</td>
<td>63% - 65%</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
</tr>
</tbody>
</table>

*Student must receive 80% or better to obtain credit in the Single Subject Credential Program.

EXTRA CREDIT OPTIONS
There are no extra credit options for this course.

LATE ASSIGNMENTS
If an emergency arises that will prevent you from submitting the work on time, contact the instructor before the due date. Late work is discouraged; however you are allowed a four-day window to submit work passed the original due date.

ASSIGNMENTS (Descriptions follow.)
Assignment and corresponding due dates are listed in the table below. They include posting Master Teacher (MT) forms and responses to discussion forum prompts.

Students should come to class prepared to discuss and apply the assignments. All MT forms and discussion forums are to be uploaded to the designated course module on TITANium.

Table 3: Module, Assignment, and Points

<table>
<thead>
<tr>
<th>Module</th>
<th>Assignment/Due date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module A</td>
<td>MT Information Form/Due: First FRIDAY of Fieldwork Week</td>
<td>5</td>
</tr>
<tr>
<td>Module A</td>
<td>MT Verification Form/Due: First FRIDAY of Fieldwork Week</td>
<td>5</td>
</tr>
<tr>
<td>Module A</td>
<td>Fieldwork Observation Discussion Forum 1 INITIAL POST DUE September 11, final post due by Thursday October 2.</td>
<td>5</td>
</tr>
<tr>
<td>Module A</td>
<td>Fieldwork Observation Discussion Forum 2 INITIAL POST DUE September 11, final post due by Thursday October 2.</td>
<td>5</td>
</tr>
<tr>
<td>Module A</td>
<td>Fieldwork Observation Discussion Forum 3 Due Thursday, September 18, final post due by Thursday October 2</td>
<td>5</td>
</tr>
<tr>
<td>Module A</td>
<td>Fieldwork Observation Discussion Forum 4</td>
<td>5</td>
</tr>
</tbody>
</table>
Due Thursday, September 18, final post due by Thursday October 2

Module A  
Fieldwork Participation (28 days at 3 pts. each)  
August 25—October 9, 2014  
84

440F Course Total: 114

ASSIGNMENT DESCRIPTIONS

1. MT Information Form (5 points)
On the first day of your fieldwork experience you will be handing a two-page document called “Master Teacher Orientation Invitation Letter.” The second page of this letter contains a “Master Teacher Information” form. This second page is the form your MT needs to fill out. Scan and save the page once completed to your desktop for your own files. Do not submit hard copies of the MT Information Forms, they will not be accepted by your PDC instructors. Save your digital form with the following name: LAST NAME FIRST INITIAL.MTIF (ex: SmithJ.MTIF). If you have two master teachers, name the second document in the format of SmithJ.MTIF.2. Upload them through the appropriate module by the due date listed in the course calendar. It is extremely important that this form be completed in a timely manner. Here is a snapshot of what the form looks like FYI:

2. MT Verification Form (5 points)
When your Master Teacher submits the MT Verification Form, you will automatically receive an emailed copy from the Online Evaluation System. Save these copies to your desktop for your own files. Do not submit hard copies of the MT Verification Forms, they will not be accepted by your PDC instructors. Save your digital form with the following name: LAST NAME FIRST INITIAL.MTVF (ex: SmithJ.MTVF). If you have two master teachers, name the second doc in the format of SmithJ.MTVF.2. Upload them through the appropriate module by the due date listed in the course calendar. It is extremely important that this form be completed in a timely manner. Here is a snapshot of what the form looks like FYI:
3. Fieldwork Observation Discussion Forum 1-4 (5 points each -20 points total)
There will be 4 discussion forums, each with a particular focus for you to observe during the first two weeks in your fieldwork.

First, you will learn about the six properties of a classroom: **MULTIDIMENSIONALITY, SIMULTANEITY, IMMEDIACY, UNPREDICTABILITY, PUBLICNESS, and HISTORY.** Explanation of each is in the appropriate module, “Reflecting on your Fieldwork Observations and Discussion Forum Posts: Consider What Goes On In Classrooms.”

You are required to post an initial response and follow up with one reply (Check course calendar for specific timeframes). Read all about the Six Properties carefully and consider the following questions:

*Discussion Forum 1: What goes on in the classrooms?*
*Discussion Forum 2: What do students do in the classrooms?*
*Discussion Forum 3: How do teacher’s plan for instruction?*
*Discussion Forum 4: How do teachers assess for students learning?*

There are additional directions for each question in the respective discussion forum. It is your responsibility to read them carefully prior to your participation.

**ASSESSMENT CRITERIA: 5 Points** This assignment is worth 5 points. Three (3) points are earned for the quality of the initial posting. Two (2) points are earned for the quality of response to one other classmate.

4. Fieldwork Participation (3 points for 28 days of fieldwork -84 points)
It is your responsibility to be on time and prepared to conduct your fieldwork duties beginning the first day of your public school calendar, Monday through Thursday only. You will be deducted 3 points for each unexcused missed day and 1 point for each unexcused tardy. We will ask your MT to inform us if you are absent or late. It is also your responsibility to notify your MT (and to copy your SAC and PDC Instructor as well as the University Supervisor if it is a day for observation) if you are going to be absent or late. Note: After **October 9th**, 440F ends and you begin 449E.
TECHNICAL REQUIREMENTS
In prerequisite and credential courses in the Single Subject Credential Program, students will be expected to:

1. Meet California State Fullerton’s level of computer competency for entering freshmen (http://www.fullerton.edu/senate/PDF/300/UPS320-030.pdf):
   All entering students are expected to be knowledgeable in the use of a personal computer (PC or Macintosh) prior to being admitted to the university. Entering students should have 1) the ability to use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives and on secondary storage devices such as floppy disks; 2) the ability to use a word-processing program that runs on a PC or Macintosh computer to create, edit, format, store, retrieve, and print documents; 3) the ability to use an electronic mail system to receive, create, edit, print, save, and send an e-mail message with and without an attached file; and 4) the ability to use an Internet browser to search the World Wide Web.

2. Have ongoing reliable access to a computer with Internet connectivity for regular course assignments;

3. Utilize Microsoft® Office 2007 (for P.C.) or 2004 (for Mac) including Word, PowerPoint, Publisher, and Excel to learn content and communicate with colleagues and faculty; have the ability to regularly print assignments;

4. Maintain and access three times weekly a student email account;

5. Use Internet search and retrieval skills to complete assignments;

6. Upgrade his/her skills in educational technology throughout the program;

7. Apply his/her educational technology skills to complete expected competencies;

8. Utilize other software applications as course requirements dictate;

9. Utilize TITANium to access course materials and complete assignments; and

10. Create lessons that require K-12 student use of educational technologies to improve achievement.

UNIVERSITY INFORMATION

Netiquette
Each student is expected to conduct himself/herself in a professional manner during the class - taking full advantage of the learning opportunities available. This includes completing all online discussions and assignments, adhering to proper netiquette, and so on. Netiquette refers to a set of behaviors that are appropriate for online activity - especially with e-mail and threaded-discussions. The core rules of netiquette can be found at http://www.albion.com/netiquette/corerules.html. Please read through these netiquette rules to ensure that you are familiar with what will be the expected online behavior for this course.

CSUF Writing Center
The Writing Center offers all registered CSUF students the opportunity to receive writing assistance. In half-hour long tutorials, the students who come to the Writing Center will work with a tutor to create and/or improve specific assignments and, more importantly, to improve their overall writing skills. Students can expect to engage in conversation about their assigned topics, the point or thesis of their writing, ways to organize and develop ideas, or how to improve sentence structure and mechanics so as to convey the intended meaning of the essay. The Writing Center is located in MH 45, the basement of McCarthy Hall, on the campus of California State University, Fullerton, (657) 278-3650. (http://hss.fullerton.edu/english/wc/)
University Learning Center
The goal of the University Learning Center is to provide all CSUF students with academic support in an inviting and contemporary environment. The staff of the University Learning Center is carefully selected and trained to assist students with their academic assignments, general study skills, and computer user needs. The ULC is located in the Pollack Library North, 2nd Floor. The services that the ULC provide to the CSUF students include an open computer lab, tutoring, workshops, online tutoring, and collaborative learning. The online tutoring option allows students to submit their paper for constructive feedback. (http://www.fullerton.edu/ulc/)

Emergency Procedure Notice to Students
The safety of all students attending California State University Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personal responsibilities and the University’s emergency response procedures. In the event of an emergency please adhere to the following guidelines.

Before an emergency occurs-
1. Know the safe evacuation routes for your specific building and floor.
2. Know the evacuation assembly areas for your building.

When an emergency occurs-
1. Keep calm and do not run or panic. Your best chance of emerging from an emergency is with a clear head.
2. Evacuation is not always the safest course of action. If directed to evacuate, take all of your belongings and proceed safely to the nearest evacuation route.
3. Do not leave the area; remember that faculty and other staff members need to be able to account for your whereabouts.
4. Do not re-enter building until informed it is safe by a building marshal or other campus authority.
5. If directed to evacuate the campus please follow the evacuation routes established by either parking or police officers.

After an emergency occurs-
1. If an emergency disrupts normal campus operations or causes the University to close for a prolonged period of time (more than three days), students are expected to complete the course assignments listed on the syllabus as soon as it is reasonably possible to do so.
2. Students can determine the University's operational status by checking the University's web site at http://www.fullerton.edu, calling the University's hotline number at 657-519-0911, or tuning into area radio and television stations. Students should assume that classes will be held unless they hear or read an official closure announcement.

EMERGENCY CALLS DIAL 9-1-1
All campus phones and cell phones on campus reach the University Police Department
Non-emergency line: (657) 278-2515
24-hour recorded emergency information line: (657) 519-0911

Titanium
As a registered student you are enrolled in Titanium. You may access Titanium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact (657) 278-5619. If you still need more help, contact (657) 278-7777. Check Titanium weekly, the night before class, for any pertinent or last minute, updated information.
Students with Special Needs
Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disability Support Services (DSS) Office in order to be accommodated in their courses.

Academic Dishonesty Policy
Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021 found at the UPS section of the Academic Senate website.

Two-week plan for distant instruction should on-campus instruction be interrupted
In case of instruction interruption, please check the course website for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Titanium groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444

Emergency Contact
In the event of emergency, contact the University Police at (657) 278-3333. Additional information can be found at the CSUF Emergency Preparedness website.

Library Support
Pollak Library Assistance available for Online Students with online instruction guidelines are available on the CSUF library website.

Policy on Retention of Student Work
All student work will be returned at the end of the semester.

California State Commission on Teacher Credentialing Policies and Guidelines
California Commission on Teacher Credentialing
The Single Subject Credential Program at California State University Fullerton is fully accredited by the California Commission on Teacher Credentialing (CTC) and the National Council for Accreditation of Teacher Education (NCATE). The College of Education and all associated programs passed the most recent accreditation with a 100% rating (Excellent job CSUF!).

The Single Subject Credential Program adheres to all the CTC requirements on teacher credentialing. Information on credential program requirements, accreditation and steps to earning a teaching credential in California can be accessed at: http://www.ctc.ca.gov
California Standards for the Teaching Profession
The Single Subject Credential Program promotes and incorporates the California Standards for the Teaching Profession (CSTP). The Standards are based on current research and expert advice pertaining to best teaching practice. The Standards are organized around six interrelated categories of teaching practice. The six standards are for:
- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator
Together these six standards represent a developmental, holistic view of teaching and are intended to meet the needs of diverse teachers and students in California. Each standard is introduced in narrative which can be accessed at: http://www.ctc.ca.gov/reports/cstpreport.pdf

Teaching Performance Expectations
Based on the California Standards for the Teaching Profession, the Teaching Performance Expectations (TPE) describe the set of knowledge, skills and abilities beginning teachers should have and be able to demonstrate. The complete text of the TPEs can be accessed at: http://www.ctc.ca.gov/educator-prep/TPA-files/TPEs-Full-Version.pdf

Teaching Performance Assessment
Based on the Teaching Performance Expectations, the Teaching Performance Assessment (TPA) evaluates beginning teacher’s competencies in the six standard domains. Additional information regarding the TPA can be accessed at: http://www.ctc.ca.gov/educator-prep/TPA.html
TENTATIVE SCHEDULE

August 29 (Follow-Up from May 21 Pre-Orientation Information)
LOCATION: AUHSD/Superintendent Conference Room
TIME: 8:00-11:45 AM

Topic(s): Module A: Preparing for Fieldwork PART I

Assignments Due
• View Module A resources.
• DUE First FRIDAY of Fieldwork Week: MT INFORMATION Form. No hard copies will be accepted. Upload through the link in Module A. *(This form was included in the second page of the Master Teacher Orientation Letter.)*
• DUE First FRIDAY of Fieldwork Week: MT VERIFICATION Form. No hard copies will be accepted. Upload through the link in Module A. *(You should have received a copy via CSUF email automatically when your MT uploaded through the Online Evaluation System.)*

Reading, Lectures, Videos and/or other Assignments
• Come prepared to class by reviewing the resources in Module A.
• Reminder: Work on your Fieldwork Observation Questions 1-4 (located in Module A). First set of posts due by Thursday, September 11 (Observation Questions 1 & 2) and Thursday, September 18 (Observation Questions 3 & 4). Follow up replies for Questions 1-4 all due October 3.

Report to Schools for 440F Fieldwork on the first day of the public school calendar, attend Monday-Thursday ONLY

October 3 (Whole Group Meeting)
LOCATION: Troy High School Auditorium, 2200 Dorothy Lane, Fullerton 92831
Park at CSUF and WALK over to Troy. *(Troy will not administer on-site parking permits.)* Please so not sign-in with Troy’s main office, the auditorium is located outside the school gates. You will, however, need to sign-in outside the auditorium at the check-in table. Your PDC instructors will be there to greet you.
TIME: 8:00-11:45 AM

Topic(s): Module B: Teacher and the Law
Topic(s): Module A: Preparing for Fieldwork PART II

• Creating Safe Schools: Legal Issues for Teachers & Student and Parent Rights Presentation, Dr. Geokaris, Superintendent FJUHSD (10:00-11:45 AM)
Activities:
In this module we address TPE 12: Professional Legal, and Ethical Obligations. You will listen to a presentation by Dr. George Geokaris, FJUHSD Superintendent, on legal, ethical, and professional obligations of teachers and become aware of several resources to help you develop a broader understanding of what it means to create a safe school environment. Topic addressed will include the legal and ethical issues pertaining to California educators as well as effective strategies to use in your classroom. In addition, the superintendent will cover California Education Code 48980, which requires school districts to notify parents/guardians and students of their rights and responsibilities under the provisions of the Education Code.

Assignments Due
• Review Module B resources.
Due: Final Discussion Forum Questions 1-4 follow up replies (post in Mod A)

Reading, Lectures, Videos and/or other Assignments
• Prior to Dr. Geokaris’ presentation you will need to review the resources in Module B. Come prepared to ask good questions during the presentation. Dr. Geokaris has a wealth of information.
• Reminder: If your fieldwork started late, make sure that you submit the MT Forms and post your initial Discussion Forum Questions. (Mod A)

December 5 (ONLINE)
LOCATION: ONLINE
TIME: 8:00-11:45 AM

Topic(s): Module C: Preparing for Second Semester

Assignments Due
• None

Reading, Lectures, Videos and/or other Assignments
• View Module C resources prior to our final class on December 12 so that you are familiar with second semester policies and the courses you will need to register for in the spring. Bring clarification questions with you to class next week.

December 12
LOCATION: CSUF, CP120
TIME: 8:00-11:45 AM

Topic(s): Module C: Preparing for Second Semester

Assignments Due
• View Module C resources prior to Friday, December 5.

Reading, Lectures, Videos and/or other Assignments
• View Module C resources so that you are familiar with second semester policies and the courses you will need to register for in the spring.
CALIFORNIA STATE UNIVERSITY, FULLERTON
College of Education
Department of Secondary Education
EDSC 440S General Pedagogy of Secondary School Teaching
Fall 2014

Location: AUHSD/SAUSD/CSUF
Day and Time: Fridays 8-11:45 AM
Instructor: Dr. Minerva S. Chávez
Office: CP600-20
E-mail: mchavez@fullerton.edu
Phone: x8609
Office hours: Fridays 7-8AM & 12 noon-2PM
Technical support: (657) 278-7777

Table 3: Education Unit Conceptual Framework

EDUCATION UNIT CONCEPTUAL FRAMEWORK

Mission
The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

Program Outcomes and Indicators
After successful completion of a program of study, our credential recipients and program graduates are:

1. Knowledgeable and Competent Specialists who
   - demonstrate a strong foundation of knowledge
   - implement effective practice
   - use current technologies for teaching and learning
2. Reflective and Responsive Practitioners who
   - advance just, equitable, and inclusive education
   - make informed decisions
   - participate in collaborative endeavors
   - think critically and creatively
3. Committed and Caring Professionals who
   - demonstrate leadership potential
   - maintain professional and ethical standards
   - engage in continuous improvement
PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES
Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found at the faculty documents section of the COE website.

RESPONSE TIME
Email is the most effective, efficient & fastest method to communicate with me. Under normal circumstances, Monday-Friday, you can expect me to respond to email within 24 hours. I will be hosting FACE-TO-FACE office hours Fridays 7:00 AM- 8:00 AM and 12 noon-2PM. Any email posted to me after 4PM on a Friday will likely receive a response on Monday. Feel free to set up alternate appointments with me at a mutually agreed upon time.

COURSE DESCRIPTION
EDSC 440S Course Description: General Pedagogy of Secondary School Teaching (4). Prerequisite: Admission to Single Subject Credential Program. Concurrent enrollment in EDSC 440F. Interrelationship of pedagogical theory and practice, classroom management, instructional planning, assessment of student learning, engaging all students, and teacher professionalism. Credit/No credit. No less than a B- is required to receive a grade of credit.

STUDENT LEARNING GOALS AND RELATED OBJECTIVES
This section presents the course’s student learning goals and lists the learning objectives related to each goal. The objectives indicate the competencies candidates will develop by the end of the course.

EDSC 440S and 440F are designed to facilitate the development of student teachers as reflective practitioners. Specifically, students will:
- Explore the theories and practice of education and schooling within the context of society.
- Develop sensitivity to the complexity of teaching and the dynamic nature of the instructional environment.
- Examine the impact of student diversity (with respect to academic ability, gender, ethnicity, socioeconomic status, and culture) on classrooms.
- Familiarize themselves with the six California Standards of the Teaching Profession and reflect on how the standards permeate all aspects of their teaching.
- Develop proficiency in the thirteen Teaching Performance Expectations.
- Successfully pass Tasks 1 and 2 of the Teaching Performance Assessment.

REQUIRED TEXTS
OTHER REQUIRED MATERIALS
Additional readings available on our TITANium course site will be required. Course content is divided into modules. The required materials will be clearly listed in each module. Please refer to the course site.

RECOMMENDED MATERIALS
Recommended materials will be clearly listed in each module. Please refer to the course site.

ATTENDANCE
Attendance is mandatory. You will be permitted no more than one absence for the semester. The first absence will result in a warning; the second will result in your Subject Area Coordinator and the Chair of Secondary Education being notified. Arriving late to class or leaving class early will also be noted.

Students are expected to attend and actively participate in all class sessions. Participation includes attentive listening, asking relevant questions, offering constructive information and/or personal examples as well as engaging actively and positively in group activities. Students need to identify a colleague in the class who will collect copies of any distributed materials, if needed in case of emergency. Most instructional materials, but not all, will be available on TITANium.

GRADING POLICY AND GRADING STANDARDS FOR THE COURSE*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>96% - 100%</td>
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<tr>
<td>A</td>
<td>93% - 95%</td>
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<td>A-</td>
<td>90% - 92%</td>
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<td>B+</td>
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<td>B-</td>
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<td>C+</td>
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<td>73% - 75%</td>
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<td>D</td>
<td>63% - 65%</td>
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<td>F</td>
<td>59% and below</td>
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*Student must receive a B- or better to obtain credit in 440S.
**Students will not be allowed to continue in the Single Subject Credential Program without successful completion of this course.

EXTRA CREDIT OPTIONS
There are no extra credit options for this course.

LATE ASSIGNMENTS
Late work is not accepted. However you are highly encouraged to revise low scoring work. All revised work must be submitted within 3 days of the assignment due date. Submit revisions via email only. If an emergency arises that will prevent you from submitting work on time please contact the instructor before the due date.

ASSIGNMENTS (Descriptions follow.)
Students should come to class prepared to discuss and apply the readings assigned. Assignments are to be uploaded to the designated course module on TITANium.

<table>
<thead>
<tr>
<th>Module</th>
<th>Assignment/Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Teaching Performance Expectations Preliminary Response Assignment, <strong>DUE:</strong> Thursday, August 28</td>
<td>10</td>
</tr>
<tr>
<td>Module 2</td>
<td>Group Lesson Plan Assignment Final Version <strong>DUE:</strong> Friday, September 12</td>
<td>20</td>
</tr>
<tr>
<td>Module 2</td>
<td>Individual Lesson Plan Assignment Final Version <strong>DUE:</strong> Friday, September 19</td>
<td>20</td>
</tr>
<tr>
<td>Module 4</td>
<td>Assessment Plan Assignment Final Version <strong>DUE:</strong> Friday, October 3</td>
<td>30</td>
</tr>
</tbody>
</table>
### ASSIGNMENT DESCRIPTIONS

1. **Teaching Performance Expectations Preliminary Response Assignment (10 points)**
   
   For this assignment you will have an opportunity to reflect upon the expectations of your fieldwork experience, taking into consideration how you rate yourself in relation to the TPEs. There is a template called, “Teaching Performance Expectations Preliminary Response Assignment” available through Module 1. You will be asked to identify three TPEs in which you feel you bring strengths to the classroom. Then you are to select two in which you feel you need to improve. Each response should be a few sentences long. It should be reflective and relevant to you. It is recommended that you visit the “TPE Performance Expectations” PDF (live link included in Module 1 for your convenience). When complete, this assignment should be about two pages.

   **Assessment Criteria:** You will be evaluated based on the pertinence and thoughtfulness of your comments. Two points will be given for each fully developed response.

2. **Group Lesson Plan Assignment/ Collaborative Activity* (20 points)**
   
   In this activity, you and 2-3 colleagues will plan an interdisciplinary or subject area specific lesson that includes alignment with Common Core State Standards for ELA. An interdisciplinary lesson is a laterally planned lesson of 1-3 days in which topics are integrated to provide a focus on a specific theme. This approach to learning helps students make connections. Borich (2014) provides great information on lesson planning in Chapter 5 and 6. Be sure to review pages 162-199 of the Borich (2014) textbook.

   - [For those of you doing an Interdisciplinary Lesson plan, pay special attention to In Practice: Focus on Interdisciplinary Lesson Planning (Borich, 2014, p. 178). This two-page article provides guidelines that will be quite helpful during your planning process. You are to find a group of 3 students who represent at least two to three different subject matter areas for those doing an interdisciplinary lesson.]

   **Group Lesson Plan Criteria:** Your lesson must meet the following criteria:
   
   a. Includes lessons for 1-3 days of activities.
   b. Address a minimum of three different content areas (for interdisciplinary lessons).
   c. Addresses standards for each content area that are grade-level appropriate.
   d. Utilizes the Secondary Education Lesson Plan Format.
   e. Successfully incorporates all appropriate elements of the Secondary Education lesson plan format.
   f. See also Lesson Plan Rubric.
   g. Includes at least one student handout.
   h. Includes at least one assessment.
   i. Includes at least one strategy for supporting ELLs and striving readers.

   **Assessment Criteria:** Your group lesson will be assessed according to the Lesson Plan Rubric. Note that the Rubric’s total score of 40 will be divided by 2 for this assignment, for a total of 20 possible points.

   *Additional information and lesson plan ideas are included in Module 2, “Assignment Directions: GROUP LESSON PLAN.” General lesson plan information and resources are also in Module 2.
3. Individual Lesson Plan Assignment (20 points)
Now that you've started your group lesson, it's time to prepare for your solo performance! In this activity, you will plan a lesson for your content area. You will then share and critique other lessons in your content area. Tip: (Lesson Plan Assistance) Feel free to discuss this assignment with your subject area peers. Borich, Chapter 5 and 6 provides some helpful guidelines for lesson planning. You will want to review the following:
- Events of Instruction, page 183 (Borich, 2014)
- Sample Lesson Plans throughout the chapter

Individual Lesson Plan Criteria: Your lesson must meet the following criteria:
- a. Provide a detailed plan for 1-2 days of activities.
- b. Include standards for your content area that are grade-level appropriate.
- c. Utilize the Secondary Education Lesson Plan Format
- d. Successfully incorporate all the elements of the Secondary Education lesson plan format.
- e. Have at least one student handout attached.
- f. Have at least one assessment attached.
- g. Include at least one strategy for each supporting ELLs and struggling readers.

Assessment Criteria: Your individual lesson will be assessed according to the Lesson Plan Rubric. Note that the Rubric’s total score of 40 will be divided by 2 for this assignment, for a total of 20 possible points.

*Additional information and lesson plan resources are included in Module 2.

4. Assessment Plan Assignment - Pair Work (30 points)
With a partner, you are going to create an Assessment Plan for a unit in your content area
Preparation:
- You and your partner will need to first review the Assessment Plan Assignment Presentation located in Module 4 and related materials:
  - a. Assessment Plan Assignment Presentation
  - b. Assessment Plan Assignment Directions and Scoring Guide
  - c. Download a copy of the Assessment Plan Template

Assignment Directions:
- a. In content-specific pairs, develop an assessment plan, which includes at least one Entry-level, Progress Monitoring and Summative assessment for the whole unit (See sample assessment plan in Module 4).
- b. Include the following contextual information on PAGE # 1:
  - Grade Level: (e.g., High school)
  - Content Area (e.g., Math, Science)
  - Subject Matter (e.g., Algebra, Chemistry, World History)
- c. Time Period for Whole Unit: (e.g., 3 weeks)
- d. State-adopted Academic Content Standards
- e. Common Core State Standards
- f. ELD standards
- g. Learning Goals / Objectives for Whole Unit (e.g., students will be able to reduce rational expressions…)
- h. Develop one rubric-based assessment tool (e.g., holistic rubric, scoring guide, checklist) with directions and one non-rubric based assessment tool (e.g., section of a final exam, sample quiz) with scoring criteria and include these assessments on your assessment plan.
- i. For help in developing assessment tools, please explore the www.4teachers.org website.
j. In class you will **exchange** your *assessment plan with the assessment tools with another pair to do* the following:

1. With a copy of the Assessment Plan Scoring Guide critique an assessment plan and **analyze** it:
   > **Identify** strengths in the plan in relation to the learning goals of the unit.
   > **Identify** weaknesses in the plan in relation to the learning goals of the unit.
   > **Assign** a score and return the paper to the owner.

i. **Submit** your Assessment Plan along with one rubric-based and one non-rubric based assessment tool the by the specified due dates listed in the syllabus calendar.

**Assessment Criteria:** Your Assessment Plan Assignment will be assessed according to the 440S Assessment Plan Scoring Guide. Note that the Scoring Guide has a total score of 30.

5. **Classroom Management Plan Assignment (30 points)**
The main purpose of the assignment is to help you prepare for the world of teaching. For this assignment, you will develop an *effective classroom management plan* that will enable your classroom to run smoothly, support instruction and to keep students actively engaged in the learning process. Your *classroom management plan* must include the following:

- **A. Parent Letter**
  o a. *A brief self-introduction (Do not use your first name)*
  o b. *Your views and beliefs about how teaching and learning should occur in your classroom?*
  o c. *Your beliefs concerning community and diversity in the classroom?* (Your statement should be no more than a few sentences long, yet be clear enough for administrators, students, and families to understand your teaching philosophy.)
  o d. *Contact Information* (e.g., how parents should contact you, ways to develop trusting relationships--*Do not use your first name or your personal email address*)

- **B. Classroom Rules** (Expectations of behavior in your classroom)
  o a. Rules (5-8 positively stated rules)
  o b. Consequences
  o c. Rewards/Positive Reinforcement

- **C. Student Absences:** It should contain the school district’s policy for absences as well as your methods for sharing work missed by students while they were gone.

- **D. Classroom Procedures/Transitions/Routines**
  o Set of procedures to ensure a smooth-running setting (e.g., how is homework assigned—on the board? How and when is homework handed in? Pencils sharpened? Students entering and leaving the room? Using the bathroom?)

- **E. Communication Plan:** How will you share class expectations with students and families? (e.g., parent/guardian letter, syllabus that requires a parent/guardian AND student’s signature)

**Additional Requirements:**
- Review: *The effective teacher’s guide: 50 Ways for Engaging students in learning* text for more strategies.
- Review: Borich, Chapters 3 and 4 Classroom Management I and II

Use the *Checklist for Classroom Management and Student Discipline Plan* as a reference.
Review the Classroom Management Plan Rubric. It will be used to evaluate your classroom management plan assignment.

Assessment Criteria: Your Classroom Management Plan Assignment will be assessed according to the Classroom Management Plan Rubric. Note that the rubric has a total score of 30.

6. Teaching Performance Expectations Final Response Assignment (10 points)
For this assignment you will have an opportunity to review your first assignment for this course and reevaluate your responses. Reflect upon the expectations of your fieldwork experience over the course of the semester, taking into consideration how you rate yourself in relation to the TPEs. There is a template called, “TPE Final Response Assignment” available through Module 6. You will be asked to identify three TPEs in which you feel you bring strengths to the classroom. Then you are to select two in which you feel you need to improve. Each response should be a few sentences long. It should be reflective and relevant to you. It is recommended that you revisit the “TPE Performance Expectations” PDF (live link included in Module 1 for your convenience). When complete, this assignment should be about two pages.

Assessment Criteria: You will be evaluated based on the pertinence and thoughtfulness of your comments. Two points will be given for each fully developed response.

TECHNICAL REQUIREMENTS
In prerequisite and credential courses in the Single Subject Credential Program, students will be expected to:

- Meet California State Fullerton’s level of computer competency for entering freshmen (http://www.fullerton.edu/senate/PDF/300/UPS320-030.pdf):
  All entering students are expected to be knowledgeable in the use of a personal computer (PC or Macintosh) prior to being admitted to the university. Entering students should have 1) the ability to use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives and on secondary storage devices such as floppy disks; 2) the ability to use a word-processing program that runs on a PC or Macintosh computer to create, edit, format, store, retrieve, & print documents; 3) the ability to use an electronic mail system to receive, create, edit, print, save, and send an e-mail message with and without an attached file; and 4) the ability to use an Internet browser to search the World Wide Web.
- Have ongoing reliable access to a computer with Internet connectivity for regular course assignments;
- Utilize Microsoft® Office 2007 (for P.C.) or 2004 (for Mac) including Word, PowerPoint, Publisher, and Excel to learn content and communicate with colleagues and faculty; have the ability to regularly print assignments;
- Maintain and access three times weekly a student email account;
- Use Internet search and retrieval skills to complete assignments;
- Upgrade his/her skills in educational technology throughout the program;
- Apply his/her educational technology skills to complete expected competencies;
- Utilize other software applications as course requirements dictate;
- Utilize TITANium to access course materials and complete assignments; and
- Create lessons that require K-12 student use of educational technologies to improve achievement.

Course Website (TITANium) Course materials are available on TITANium. Go to http://www.fullerton.edu/ and click on your portal. Students are expected to read the announcements and participate in activities on TITANium each week during the duration of the course. Contact the Help Desk (657) 278-7777 for Technical Difficulties

UNIVERSITY INFORMATION
Netiquette
Each student is expected to conduct himself/herself in a professional manner during the class - taking full advantage of the learning opportunities available. This includes completing all online discussions and assignments, adhering to proper netiquette, and so on. Netiquette refers to a set of behaviors that are appropriate for online activity - especially with e-mail and threaded-discussions. The core rules of netiquette can be found at http://www.albion.com/netiquette/corerules.html. Please read through these netiquette rules to ensure that you are familiar with what will be the expected online behavior for this course.

**CSUF Writing Center**
The Writing Center offers all registered CSUF students the opportunity to receive writing assistance. In half hour long tutorials, the students who come to the Writing Center will work with a tutor to create and/or improve specific assignments and, more importantly, to improve their overall writing skills. Students can expect to engage in conversation about their assigned topics, the point or thesis of their writing, ways to organize and develop ideas, or how to improve sentence structure and mechanics so as to convey the intended meaning of the essay. The Writing Center is located in MH 45, the basement of McCarthy Hall, on the campus of California State University, Fullerton, (657) 278-3650. (http://hss.fullerton.edu/english/wc/)

**University Learning Center**
The goal of the University Learning Center is to provide all CSUF students with academic support in an inviting and contemporary environment. The staff of the University Learning Center is carefully selected and trained to assist students with their academic assignments, general study skills, and computer user needs. The ULC is located in the Pollack Library North, 2nd Floor. The services that the ULC provide to the CSUF students include an open computer lab, tutoring, workshops, online tutoring, and collaborative learning. The online tutoring option allows students to submit their paper for constructive feedback. (http://www.fullerton.edu/ulc/)

**Emergency Procedure Notice to Students**
The safety of all students attending California State University Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personal responsibilities and the University’s emergency response procedures. In the event of an emergency please adhere to the following guidelines.

Before an emergency occurs-
- Know the safe evacuation routes for your specific building and floor.
- Know the evacuation assembly areas for your building.

When an emergency occurs-
- Keep calm and do not run or panic. Your best chance of emerging from an emergency is with a clear head.
- Evacuation is not always the safest course of action. If directed to evacuate, take all of your belongings and proceed safely to the nearest evacuation route.
- Do not leave the area, remember that faculty and other staff members need to be able to account for your whereabouts.
- Do not re-enter building until informed it is safe by a building marshal or other campus authority.
- If directed to evacuate the campus, please follow the evacuation routes established by either parking or police officers.

After an emergency occurs-
- If an emergency disrupts normal campus operations or causes the University to close for a prolonged period of time (more than three days), students are expected to complete the course assignments listed on the syllabus as soon as it is reasonably possible to do so.
- Students can determine the University's operational status by checking the University's web site at http://www.fullerton.edu, calling the University's hotline number at 657-519-0911, or tuning into area radio and television stations. Students should assume that classes will be held unless they hear or read an official closure announcement.
EMERGENCY CALLS DIAL 9-1-1
All campus phones and cell phones on campus reach the University Police Department
Non-emergency line: (657) 278-2515
24-hour recorded emergency information line: (657) 519-0911

Titanium
As a registered student you are enrolled in Titanium. You may access Titanium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact (657) 278-5619. If you still need more help, contact (657) 278-7777. Check Titanium weekly, the night before class, for any pertinent or last minute, updated information.

Students with Special Needs
Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disability Support Services (DSS) Office in order to be accommodated in their courses.

Academic Dishonesty Policy
Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021 found at the UPS section of the Academic Senate website.

Two-week plan for distant instruction should on-campus instruction be interrupted
In case of instruction interruption, please check the course website for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Titanium groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444.

Emergency Contact
In the event of emergency, contact the University Police at (657) 278-3333. Additional information can be found at the CSUF Emergency Preparedness website.

Library Support
Pollak Library Assistance available for Online Students with online instruction guidelines are available on the CSUF library website.

Policy on Retention of Student Work
All student work will be returned at the end of the semester.

California State Commission on Teacher Credentialing Policies and Guidelines
California Commission on Teacher Credentialing
The Single Subject Credential Program at California State University Fullerton is fully accredited by the California Commission on Teacher Credentialing (CTC) and the National Council for Accreditation of Teacher Education (NCATE). The College of Education and all associated programs passed the most recent accreditation with a 100% rating (Excellent job CSUF!).

The Single Subject Credential Program adheres to all the CTC requirements on teacher credentialing. Information on credential program requirements, accreditation and steps to earning a teaching credential in California can be accessed at: http://www.ctc.ca.gov
California Standards for the Teaching Profession
The Single Subject Credential Program promotes and incorporates the California Standards for the Teaching Profession (CSTP). The Standards are based on current research and expert advice pertaining to best teaching practice. The Standards are organized around six interrelated categories of teaching practice. The six standards are for:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Together these six standards represent a developmental, holistic view of teaching and are intended to meet the needs of diverse teachers and students in California. Each standard is introduced in narrative which can be accessed at: [http://www.ctc.ca.gov/reports/cstpreport.pdf](http://www.ctc.ca.gov/reports/cstpreport.pdf)

Teaching Performance Expectations
Based on the California Standards for the Teaching Profession, the Teaching Performance Expectations (TPE) describe the set of knowledge, skills and abilities beginning teachers should have and be able to demonstrate. The complete text of the TPEs can be accessed at: [http://www.ctc.ca.gov/educator-prep/TPA-files/TPEs-Full-Version.pdf](http://www.ctc.ca.gov/educator-prep/TPA-files/TPEs-Full-Version.pdf)

Teaching Performance Assessment
Based on the Teaching Performance Expectations, the California Teaching Performance Assessment (TPA) evaluates beginning teacher’s competencies in the six standard domains. Additional information regarding the TPA can be accessed at: [http://www.ctc.ca.gov/educator-prep/TPA.html](http://www.ctc.ca.gov/educator-prep/TPA.html)

TENTATIVE SCHEDULE-Spring 2014

Orientation: Friday, August 22 (Whole Group Meeting)
LOCATION: SGMH 1502 (CSUF)
TIME: 8:30-11:45 AM

Topic(s): Module 1: Program Orientation
8:00-8:10 Dr. Minerva S. Chávez – Welcome, Key Fall Dates, Reminders
8:10-9:10 Common Core ELA/Supporting Literacy – Dr. Maria Grant
9:10-9:55 Assessment and Intro to TPA – Ms. Marilyn Leuer
9:55-10:15 BREAK
10:15- 11:45 Common Core Math – Dr. Mark Ellis
11:45-12:15 Ms. Ellen Kottler – Lesson Plan Template Overview
12:15-12:30 Ms. Tonja Byrom -TPE Assignment

Assignments Due
• You should have completed the Borich Chapter 1 and 2 readings prior to this day (assignment from Pre-Orientation)

Reading, Lectures, Videos and/or other Assignments
• Read: Borich Chapter 1, The Effective Teacher ([Reading guide PowerPoint located in Module 1 under, “Readings and Live Links”](http://www.ctc.ca.gov/reports/cstpreport.pdf))
• Read: Borich Chapter 2, Understanding Your Students ([Reading guide PowerPoint located in Module 2 under, “Required Readings and Live Links”](http://www.ctc.ca.gov/reports/cstpreport.pdf))
Week 1: Friday, August 29

LOCATION: Superintendent Conference Room (AUHSD) 501 N. Crescent Way Anaheim, CA 92801
Tel: 714.999.3511
There is plenty of free parking in front of the district building. Enter the double doors that say “ADMINISTRATION.” There will be signs guiding you to our classroom, but essentially the Superintendent Conference Room is right behind the front office counter. Bring your laptops.
TIME: 8:00-11:45 AM

Topic(s): Module 2, Purpose Setting, Planning for Instruction
- Purpose Setting: Essential Questions & Performance Assessment
- Planning for Instruction

Activities:
- Introduce the role of essential questions
- Accommodating English Language Learners & Students with Special Needs
- Introduce & begin group lesson plan assignment
- Introduce Co-Teaching (History, Data, and Strategies) & Review Co-Teaching Fall 2014 Schedule

Assignments Due:
- Due Today: Pedagogy Reflection Assignment (Upload the assignments through the link located in Module 1.)

440F Alert!

- View the resources in 440 F—Module A (See 440F Syllabus & 440F TITANium site for instructions.)
Master Teacher Verification and Information Forms Due

Reading, Lectures, Videos and/or other Assignments:
- View Module 2 Resources.
- Read: Borich Chapter 5 Goals, Standards, and Objectives (Reading guide PowerPoint located in Module2 under, “Required Readings and Live Links”)
- Read: Essential Questions (J.D. Wilhelm, 2012). (Live Link located in Module 2 under “Required Readings and Live Links”)
- Watch Video Presentation: Students with Special Needs (Live Link located in Module 2 under “Required Readings and Live Links”)

Week 2: Friday, September 5

LOCATION: Superintendent Conference Room (AUHSD) 501 N. Crescent Way Anaheim, CA 92801
Tel: 714.999.3511
TIME: 8:00-11:45 AM

Topic(s): Module 2, Purpose Setting, Planning for Instruction (Cont’d)

Activities:
- Discuss & critique GROUP lesson plans
- Introduce and begin individual lesson plan assignment
- Accommodating English Language Learners & Students with Special Needs
• Co-Teaching: Working collaboratively with your MT, review packet of resources

**Assignments Due**
**Due Today:** Bring 3 copies of your GROUP Lesson Plan to class with you

**Reading, Lectures, Videos and/or other Assignments**
*Read:* Borich Chapter 6 Unit and Lesson Planning (*Reading guide PowerPoint located in this Module 2 under, “Required Readings and Live Links”*)
*Read:* Frey, Section 1
*Watch Video Presentation:* Ms. Regina Taylor--Adapting Instruction for ELLs (*Live Link located in Module 2 under “Required Readings and Live Links”*)

**Week 3: Friday, September 12**

**LOCATION:** Superintendent Conference Room (AUHSD) 501 N. Crescent Way Anaheim, CA 92801
Tel: 714.999.3511
**TIME:** 8:00-11:45 AM

**Topic(s):** Module 2, Purpose Setting, Planning for Instruction (Cont’d)
**Topic(s):** Module 3, Preparing for Cal TPA Subject-Specific Pedagogy Task 1

**Activities:**
• Discuss & critique individual lesson plans
• Co-Teaching: Working collaboratively with your MT, review packet of resources
• Prepare for TPA SSP Task 1
  • Review TPA SSP Task 1 Case Studies 1 & 3
  • Collect signed TPA Code of Honor from students.

**Assignments Due**
**Due Today:** 3 copies of your INDIVIDUAL lesson plan draft to class today
**Due Today:** Final Group Lesson Plans

**Reading, Lectures, Videos and/or other Assignments**
*Read:* Borich Chapter 12 Cooperative Learning and the Collaboration Process (*Reading guide PowerPoint located in this Module 2 under, “Required Readings and Live Links”*)
*Read:* Frey, Section 5
*Read:* TPA in California-Teachers Chapter 3 AND 7

**Week 4: Friday, September 19**

**LOCATION:** Library, Willard Intermediate School (SAUSD) 1342 N. Ross St. Santa Ana, CA 92706
Tel: 714. 480.4800 (Parking directions to follow.)
**TIME:** 8:00-11:45 AM

**Topic(s):** Module 3, Preparing for Cal TPA SSP Task 1 (cont’d)
**Topic(s):** Module 4, Planning for Assessment
• Introduce the Assessment Plan Assignment
Activities:
• Introduce & begin the assessment plan assignment
• Prepare for TPA SSP Task 1
  • Review TPA SSP Task 1 Case Studies 2 & 4

Assignments Due
• Due Today: Final Individual Lesson Plans

Reading, Lectures, Videos and/or other Assignments
• View Module 4 Resources.
• Read: Borich Chapter 13 Assessing Learners (Reading guide PowerPoint located in Module 4 under, “Required Readings and Live Links”)  
• Read: Frey, Section 6
• Continue working on TPA SSP Task 1

Week 5: Friday, September 26
LOCATION: Library, Willard Intermediate School (SAUSD) 1342 N. Ross St. Santa Ana, CA 92706
Tel: 714. 480.4800
TIME: 8:00-11:45 AM

Topic(s): Module 4, Planning for Assessment
• Assessment Plan Feedback
Activities:
• Discuss & critique Assessment Plan assignment

Assignments Due
• Due Today: Bring 3 copies of your Assessment Plan draft to class with you

Reading, Lectures, Videos and/or other Assignments
• View Module 4 Resources
• Read: Borich Chapter 9 Teaching Strategies for Direct Instruction (Reading guide PowerPoint located in Module 4 under, “Required Readings and Live Links”)
• Read: Frey, Section 4
• Continue working on TPA SSP Task 1

Week 6: Friday, October 3 (Whole Group Meeting)
LOCATION: Troy High School Auditorium, 2200 E. Dorothy Lane Fullerton CA 92831. Please park at CSUF and WALK over to Troy High. You do not need to sign in the main office. A table outside the auditorium at the front of the school will have your sign-in sheets.
TIME: 8:00-11:45 AM

Topic: 440 F MODULE B: Legal Issues for Teachers & Student and Parent Rights (See 440F TITANium site for instructions.) Legal Issues for Teachers & Student and Parent Rights Presentation, Dr. Geokaris, Superintendent FJUHSD

Assignments Due
**Due Today: Final Assessment Plan**

**Reading, Lectures, Videos and/or other Assignments**
- **Read:** Borich Chapter 10 Teaching Strategies for Indirect Instruction (*Reading guide PowerPoint located in Module 4 under, “Required Readings and Live Links”*)
- **Continue** working on TPA SSP Task 1

**Week 7: Friday, October 10 ONLINE**
**LOCATION:** ONLINE
**TIME:** 8:00-11:45 AM

**Topic(s): Module 5, Focusing on Learning Needs**
**ONLINE Activities:**
- Review course materials

**Assignments Due**
- **Pending Deadline:** Finalize TPA SSP Task 1 **DUE:** Tuesday, October 14, 8:59 PM

**Reading, Lectures, Videos and/or other Assignments**
- **Review** Module 2, 3, and 4 Resources
- **Review:** Frey Textbook Resources
- **Read:** Borich Chapter 8 Questioning Strategies and Chapter 11 Self-Directed Learning (*Reading guide PowerPoint located in Module 5 under, “Required Readings and Live Links”*)

**October 14, 2014 (Tuesday): Submit TPA SSP Task 1 through Taskstream by 8:59 PM**

**Week 8: THURSDAY, October 16 (Whole Group Meeting)**
**LOCATION:** CSUF/ Student Union, Pavilion C
**TIME:** 8:00-11:45 AM

**Topic(s): Module 3 (Yes, it’s back up to Module 3), Preparing for Cal TPA Direct Instruction Task 2**
- TPA DI Task 2 Training

**Assignments Due**
- **View** Cal TPA DI Task 2 Module 3 materials prior to class

**Reading, Lectures, Videos and/or other Assignments**
- **View** Module 3 resources section subtitled, “Direct Instruction TPA DI Task 2”
- **Read:** TPA in California-Teachers Chapter 4 “The Designing Instruction Task”
Week 9: THURSDAY, October 23
LOCATION: La Palma Room (AUHSD) 501 N. Crescent Way Anaheim, CA 92801 Tel: 714.999.3511
TIME: 8:00-11:45 AM

Topic(s): Module 6, Planning for Classroom Management/ Part I: Environment
- Classroom Management/ Environment
  Activities:
  - Introduce and begin Classroom Management Plan assignment

Assignments Due
- No assignments due for 440S

Reading, Lectures, Videos and/or other Assignments
- View Module 6 Resources.
- Read: Borich Chapter 3 Classroom Management I: Establishing the Learning Climate (Reading guide PowerPoint located in Module 6 under, “Required Readings and Live Links”)
- Read: Frey, Part 2
- Continue working on TPA DI Task 2

Week 10: Friday, October 31
LOCATION: College Park CP120 (CSUF)
TIME: 8:00-11:45 AM

Topic(s): Module 6, Planning for Classroom Management/Part II: Discipline
- Classroom Management / Discipline
  Activities:
  - Discuss & critique classroom management plans
  - Suggested Activity: TPA DI 2 Follow-up with students

Assignments Due
- Due Today: Bring 3 copies of your Classroom Management Plan draft to class with you

Reading, Lectures, Videos and/or other Assignments
- Read: Borich Chapter 4 Classroom Management II: Promoting Student Engagement and (Reading guide PowerPoint located in Module 6 under, “Required Readings and Live Links”)
- Read: Frey, Part 3
- Continue working on TPA DI Task 2

Week 11: Friday, November 7 (Whole Group Meeting)
LOCATION: Orange County Department of Education, Building D (Rooms 1, 2, and 3)
200 Kalmus Drive, Costa Mesa, CA 92626 Tel: 714.966.4000
TIME: 8:00-11:45 AM

Topic(s): SPECIAL TOPIC: Supporting English Language Learners within a Common Core Classroom (no module associated with this special topic)
Assignments Due
• Due Today: Final version Classroom Management Plan

Reading, Lectures, Videos and/or other Assignments
• Continue working on TPA DI Task 2

Week 12: Friday, November 14 ONLINE
LOCATION: ONLINE
TIME: 8:00-11:45 AM

Topic(s): Module 5 (yes, back up to Module 5), Focusing on Learning Needs
Activities:
• Review course materials

Assignments Due
• Pending Deadline: Finalize TPA DI Task 2 DUE: Tuesday, November 18, 8:59 PM

Reading, Lectures, Videos and/or other Assignments
• Review Module 2, 3, 4, 5 and 6 Resources
• Review: Frey Textbook Resources

November 18, 2014 (Tuesday): Submit TPA DI Task 2 through Taskstream by 8:59 PM

Week 13: Friday, November 21
LOCATION: College Park CP120 (CSUF)
TIME: 8:00-11:45 AM

Topic(s): Module 6, Planning for Classroom Management/Part III: Wrapping Up
• Classroom Management / Environment and Discipline
Activities:
• Suggested Activities: Review or reteach necessary content, management discussions
• Co-teaching and classroom management or collaboration issues
• Suggested Activity: Role Play Classroom Management scenarios

Assignments Due
• Due Today: No assignments due for 440S

Reading, Lectures, Videos and/or other Assignments
• Read: Frey, Part 3
• Continue working on TPA DI Task 2

Week 14: Friday, December 5
LOCATION: ONLINE
TIME: 8:00-11:45 AM

**Topic: 440 F Module E, Preparing for Second Semester** (See 440F Syllabus & 440F TITANium site for module responsibilities.)

**Assignments Due**
- **Due Today:** TPE Final Reflective Assignment (*upload through Module 6 link*)

**Reading, Lectures, Videos and/or other Assignments**
- **View** Module 7 Resources
- **Read:** Borich Chapter 7 Technology Integration in Instruction (*Reading guide PowerPoints are located in Module 7 under, “Required Readings and Live Links”*)

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**Week 15: Friday, December 12**

**LOCATION:** College Park CP120 (CSUF)
**TIME:** 8:00-11:45 AM

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**Topic: 440 F Module E, Preparing for Second Semester Assignment** (See 440F Syllabus & 440F TITANium site for instructions.)

**Assignments Due**
- No assignments due for 440S

**Reading, Lectures, Videos and/or other Assignments**
- No assignments due for 440S
Department of Secondary Education  
EDSC 442C – Teaching Science in Secondary School  
Fall 2014

Location: WEB in TITANium  
Day and Time: Tuesday 4-6:45  
Instructor: Dr. Antoinette S Linton  
Office: CP 600  
E-mail: alinton@fullerton.edu  
Phone: (657) 278-2974  
Office hours: Monday 10:00 a.m. – 12:00 p.m.; Tuesday 2:00 p.m. – 3:00 p.m. All office hours will be held in CP 600 unless otherwise noted.  
Technical support: (657) 278-7777

Table 1: Education Unit Conceptual Framework

<table>
<thead>
<tr>
<th>EDUCATION UNIT CONCEPTUAL FRAMEWORK</th>
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<tbody>
<tr>
<td><strong>Mission</strong></td>
</tr>
<tr>
<td>The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.</td>
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**Program Outcomes and Indicators**

After successful completion of a program of study, our credential recipients and program graduates are:

1. **Knowledgeable and Competent Specialists who**
   a) demonstrate a strong foundation of knowledge  
   b) implement effective practice  
   c) use current technologies for teaching and learning

2. **Reflective and Responsive Practitioners who**
   a) advance just, equitable, and inclusive education  
   b) make informed decisions  
   c) participate in collaborative endeavors  
   d) think critically and creatively

3. **Committed and Caring Professionals who**
   a) demonstrate leadership potential  
   b) maintain professional and ethical standards  
   c) engage in continuous improvement
COLLEGE OF EDUCATION CORE VALUES

We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found at the faculty documents section of the COE website.

DEPARTMENT OF SECONDARY EDUCATION MISSION

The Mission of the Department of Secondary Education is to develop quality secondary school teachers. We are committed to providing a program that reflects the complex contexts of the secondary classroom and models a professional community where learning is interactive and dynamic. Our philosophy is to prepare educational leaders through a course of study which bases practice upon knowledge of current research in curriculum and instruction. We develop students as life-long learners, reflective practitioners, and change agents who positively influence decision-making in schools and communities to improve the education of adolescents.

RESPONSE TIME

Please email me directly with any questions about the course. You can expect a response within 48 hours (except weekends).

COURSE COMMUNICATION

All course announcements and personal email are sent through TITANium which only uses CSUF email accounts. Therefore, you MUST check your CSUF email on a regular basis (several times a week) for the duration of the course.

COURSE DESCRIPTION

EDSC 442S Teaching Science in the Secondary School (3): Prerequisite: admission to Single Subject Science Credential Program. Concurrent enrollment in EDSC 449S. Strategies and techniques for teaching a specified subject in the secondary school. A “B” or better is required to pass the course. May be repeated once for credit

This course fulfills course requirements for the Single Subject Credential Program only. This course cannot be taken for graduate credit.
COURSE QUESTION

The goal of science education is to help students explore the personal relevance of science and integrate scientific knowledge into complex and practical solutions. With this goal in mind, the course question is “How do we provide learning experiences that foster the development of habitual curiosity, inquiry, and lifelong science related endeavors that will strengthen students’ motivation and confidence in future learning experiences?”

STUDENT LEARNING GOALS AND OBJECTIVES

The overall goal of Teaching Science in the Secondary School is to prepare future teachers to understand the purpose and practice of teaching science in public schools. Through readings, presentations, discussions, videos and preservice candidate engagement activities candidates will reflect on various topics/issues as they gain a comprehensive view of present day science education. This class is designed to provide candidates with the necessary learning theories, resources, and methods to use science content in ways that promote diversity, student engagement, and active learning. Major emphasis will be placed on practical aspects of classroom instruction, such as synthesizing content into units and individual lessons, working with Next Generation Science Standards (NGSS), and using socially and culturally relevant teaching approaches to relay content.

During the course the students will:

1. Implement and critique a variety of instructional approaches to improve student science learning
2. Construct science conceptual systems to develop detailed, comprehensive unit and lesson plans
3. Identify and discuss current issues in science education
4. Familiarize themselves with the NGSS and common core literacy and math standards
5. Design meaningful inquiry based lessons based on authentic problems that are not defined in purely scientific terms
6. Design valid and reliable summative and formative assessment reflecting the integration of practices, cross-cutting concepts and core ideas in science.
7. Identify and develop strategies to effectively teach English Learners, Struggling Readers and Students with Special Needs, and provide accommodations according to their needs

REQUIRED TEXTS

5. Additional readings will be posted in TITANium
OTHER REQUIRED MATERIALS
1. You will need a microphone for the online activities in this course. Check to see if your computer has an internal microphone. If it does not, you will need to purchase an external microphone.

SOFTWARE FOR STUDENTS
Did you know you can get FREE and low-cost software for being an active CSUF students? Software can be requested from the CSUF Information Technology website.

ATTENDANCE
Student presence in the online course is mandatory. Student presence will be demonstrated through timely completion of discussion forum posts and online activities. Students who do not complete class discussion posts or online activities during the weeks they are assigned will be considered absent for that week and will receive no credit for the incomplete posts/activities.

GRADING POLICY AND GRADING STANDARDS FOR THE COURSE
This course is letter grade only, A, B, C, D, F. +/- grading will not be used.

A grade of “B” or better is required to progress into second semester student teaching.

There are 600 possible points. The grade breakdown is as follows:
540-600 = A
480-539 = B
420-479 = C
360-419 = D
359 and below = F

ASSIGNMENTS
1. Science Conceptual Matrix, (25 points)
2. Digital Unit Plan
   a. Digital Unit Plan Basics (25 points)
   b. Lesson Plan – Inquiry (50 points)
   c. Lesson Plan – Text-base evidence (50 points)
   d. Lesson Plan – Modeling Building (50 points)
   e. Lesson Plan – argumentation (50 points)
   f. Lesson Plan – Distance Learning (50 points)
   g. Lesson Plan -Virtual and Distance Learning (25 points)
   h. Culminating Project (25 points)
   i. Digital Unit Plan Map (25 points)
   j. Digital Unit Plan Analysis & Showcase (50 points)
   k. Digital Unit Plan Peer Review (25 points)
3. Class Discussions and Activities (75 points)
4. Quizzes (75 points)

LATE ASSIGNMENTS
Late Work Policy: Grades for late assignments and required forms will be reduced 10%
each day after the assignment due date (up to 50%) unless approval for late work is given in advance. Late assignments and forms will be accepted up to one week after the original due date. Discussion posts will not be accepted late.

**ASSIGNMENT DESCRIPTIONS**

*Next Generation Science Standards Framework and Common Core Standards Synthesis*

Candidates will demonstrate a basic understanding of the 3 major elements that shape the Next Generation Science Standards and their impact on science in public schools (core or “big ideas within disciplinary areas, practices of scientific and engineering reasoning, and crosscutting concepts). Candidates will create a matrix document, which organizes and analyzes the various elements of the knowledge and understandings gained from the readings and experiences from the course. Candidates will interpret and translate their learning experiences through (a) sociocultural-historical knowledge of students; (b) learning theories and perspectives; (c) science pedagogical knowledge; and (d) curricular perspectives. See Scoring Guide below for details of assignment requirements.

*Digital Unit Plan Components and Guidelines*

You are charged with the task of developing a comprehensive unit plan on a topic of your choice. The unit must be constructed in Weekly and include:

1. **Digital Unit Plan Basics** – the basics of the unit must include:
   - Pacing Plan
   - Next Generation Science Standards on which the unit will be based
   - Common Core State Standards for Literacy and Math
   - Essential Science Question(s) for the unit that is culturally and socially relevant
   - Lesson focus with goals and objectives, and inquiry skills
   - Learning objectives for experimentation and data collection
   - Learning objective for text-based evidence and research
   - Assessment Plan which identifies the key measures of assessment throughout the unit

2. **Unit Lessons** – the unit must contain a minimum of **five (5) lessons**, each demonstrating a different type of content delivery and student engagement. The types of lessons required are as follows:
   - **Curriculum & Learning Perspective** – This is not a lesson. The unit plan requires that it be written with a curriculum perspective in mind. Candidate will explain how he/she models the intellectual skills and dispositions of a scientist. Evidence of the curriculum perspective includes specific strategies
for student engagement in scientific discourse, the use of tools commonly available to practitioners in the field, explicit teaching of academic language, science equipment, and ways of interacting with text-based tools.
• **Epistemic Practices** - This lesson requires the presentation of processes and procedures explicitly taught to students, used over time to develop science knowledge that relates to real life experiences and the cultural values of urban students. A digital presentation (prezi, powerpoint, etc.) must accompany the epistemic practice and needs to be embedded in the Digital Unit Plan (DUP) Site. The presentation must contain a minimum of 10 slides (more if appropriate) and requires images, charts, graphs, or videos on most slides. The presentation must contain critical-thinking questions (minimum of 3) at different levels of Bloom’s Taxonomy or Costa’s Levels of Inquiry. The content of the presentation must be clear, engaging, cover appropriate scientific content, and be free of spelling and grammatical errors. This lesson requires the use of the 5E lesson plan method and includes a sample of the student engagement activity. Guided Notes are required and must be uploaded to the DUP. The guided notes must involve activities/questions that target different levels of inquiry (Bloom’s or Costa’s) and provide opportunities for critical-thinking. The guided notes must include images, graphs or charts as appropriate, and should be visually appealing.

• **Text-based evidence** - This lesson requires a text-based assignment as the method of instruction. Construction or interpretation of an epistemic practice for how the reading activity will be structured must be described and included on the DUP. This lesson requires a 7-12 grade student engagement activity that includes (a) requirements for developing research questions to guide inquiry into the different types of text students will be exposed to (textbooks, laboratory protocols, supplementary science readings, (b) a list of research methods, (c) examples of data sources, (d) scientific question starters and (e) instructions on how to write the data analysis, findings and summary of science text. A clear and accessible process is presented and can include graphic organizers, flowcharts, types of note taking, mindmaps or other organizational tools (organization strategies). A description must be written in the 5E lesson plan, and a sample of the student engagement portion must be embedded in the Digital Unit Plan Site.

• **Inquiry** - This lesson requires inquiry as the method of instruction. Describe how the teacher will use specific pedagogical strategies that will facilitate students posing questions, design investigations, collect evidence, and make claims with guidance from a knowledgeable other. Demonstrate how students will learn and utilize throughout the unit an epistemic practice for inquiry, science and engineering processes. The epistemic practice used for inquiry must include criteria for posing questions and hypotheses, collecting data, organizing and making meaning from data, and then supporting or rejecting hypotheses. This lesson requires the use of rubrics, graphic organizers, and a process for argumentation. Describe how students will analyze and interact with the epistemic practice (collection, organization and interaction strategies are recommended).

• **Critical Thinking and Discourse** - This lesson focuses on cultivating student decision-making and discourse strategies in science. Describe how the teacher will introduce the key approaches that students will have access to in order to organize factual, conceptual, procedural, and metacognitive knowledge. Candidates will also
include how teacher-student and student-to-student interactions are facilitated on an individual, small group, and whole class basis. This lesson requires a student engagement activity that has students discuss a complex topic. Describe the discussion format, roles, and indicate the procedures used that facilitate how students will respond to discussion questions. Provide a detailed description of student activities before and during the discussion. Include a list of potential discussion questions in the lesson plan. Also include any printed student guidelines and rules for the discussion or activity if needed.

- **Virtual/Distance Learning** - This lesson requires the use of a virtual or distance learning strategy as the method of instruction or student engagement activity for an online classroom. This lesson requires the student to engage in science learning experiences that incorporate both online learning and local community inquiry. The lesson can include development of or currently created science cafes, participatory science games, and maker spaces (community-oriented places that foster collaboration and resource-sharing in small-scale design and community science oriented projects). How the virtual platform will be incorporated as a learning experience for 7-12 grade students must be described and included on the DUP. This lesson requires the use of a virtual or distance strategy as the method of instruction or student engagement activity.

All Lessons must include:

- 5E formatting
- Next Generation Science Standards/Common Core Standards
- Goals and objectives
- Lesson introduction (entry-level assessment, anticipatory set, accessing prior knowledge)
- Content Delivery (teacher instruction)
- Student Engagement (student activities)
- Lesson conclusion (lesson summary/wrap-up)
- Lesson assessment (formative/summative assessment)
- Accommodations for English Learners and Students with Special Needs
- All lesson materials (presentations, readings, assessments, surveys, primary sources, photos, music, art, student samples, support tools, etc.) saved as attachments and/or sub-pages to each lesson

3. **Digital Unit Plan Map** – the unit plan map will be a mindmap (built using any mindmapping tool) that depicts the 5 lesson topics, goals and objectives for each lesson, assessment for each lesson and the teacher and student activities. The purpose of the unit plan map is to establish the coherency, continuity, and continuous nature of the plan as evidenced through the learning experiences provided.
4. **Digital Unit Plan Analysis and Showcase** – Students will systematically analyze the glows and grows of their unit plans using a **Unit Plan Analysis Worksheet**. Students will determine if the goals and objectives of each lesson were met, verify that the content of the lesson was in alignment with the instructional strategies utilized, and ascertain if the assessment measure was appropriate. The student will also identify areas of needed improvement.

Students will showcase their digital unit plan in a 15 minute video where they will highlight the most critical components of the unit plan.

5. **Digital Unit Plan Peer Review** – Students will analyze two (2) classmates unit plans using the **Unit Plan Analysis Worksheet** and provide constructive feedback.

**Class Discussions and Activities**

At the end of each lesson, students will be asked to reflect on what they have learned. Students are asked to respond to a discussion prompt or complete a structured activity, and are expected to show evidence of their learning through thoughtful responses that exhibit knowledge of the required readings and activities, and demonstrate critical-thinking and reflection on the assigned topic. Discussion forums open at the beginning of the weekly lesson and close at the end of the lesson. Lessons open Monday at 10:00 a.m. and close the following Sunday at 10:00 p.m.

**Quizzes**

Students will be assigned periodic quizzes based on textbook readings and narrated lectures. All quizzes will be taken in TITANium. Students are allowed one attempt on each quiz. Quizzes are not timed. Quizzes open at the beginning of the weekly lesson and close at the end of the lesson. Lessons open Monday at 10:00 a.m. and close the following Sunday at 10:00 p.m.

**TECHNICAL REQUIREMENTS**

**Single Subject Credential Program Technology Competency Policy**

In prerequisite and credential courses in the Single Subject Credential Program, students will be expected to:

1. **Meet California State Fullerton’s level of computer competency for entering freshmen.**
   All entering students are expected to be knowledgeable in the use of a personal computer (PC or Macintosh) prior to being admitted to the university. Entering students should have 1) the ability to use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives and on secondary storage devices such as floppy disks; 2) the ability to use a word-
processing program that runs on a PC or Macintosh computer to create, edit, format, store, retrieve, and print documents; 3) the ability to use an electronic mail system to receive, create, edit, print, save, and send an e-mail message with and without an attached file; and 4) the ability to use an Internet browser to
2. Have ongoing reliable access to a computer with Internet connectivity for regular course assignments;
3. Utilize Microsoft® Office 2013 (for P.C.) or 2011 (for Mac) including Word, PowerPoint, and Excel to learn content and communicate with colleagues and faculty; have the ability to regularly print assignments;
4. Maintain and access three times weekly a student email account;
5. Use Internet search and retrieval skills to complete assignments;
6. Upgrade his/her skills in educational technology throughout the program;
7. Apply his/her educational technology skills to complete expected competencies;
8. Utilize other software applications as course requirements dictate;
9. Utilize TITANium to access course materials and complete assignments; and
10. Create lessons that require K-12 student use of educational technologies to improve achievement.

UNIVERSITY INFORMATION

Withdrawal Policy (excerpted from UPS 300.016)

Students may withdraw from the course up to the university withdrawal date as set by the office of Admissions and Records. The authorization for a student to withdraw from a course after this date and prior to the last twenty percent of instruction in a term shall be granted for only the most serious and compelling reasons. A serious and compelling reason is defined as a physical, medical, emotional or other condition which has the effect of limiting the student’s full participation in the class and which is clearly beyond the student’s control. The student must provide credible documentation for such reasons. Poor academic performance is not evidence of a serious and compelling reason for withdrawal. The UPS policy regarding withdrawal can be found on the Academic Senate webpage.

Titanium – Technical Difficulties

As a registered student you are enrolled in Titanium. You may access Titanium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact 657-278-5619. If you still need more help, contact 657-278-7777. Check Titanium weekly, the night before class, for any pertinent or last minute, updated information.

In case of technical difficulties with TITANium, the instructor will communicate with students directly through CSUF email, and assignments can be sent through email, faxed or mailed to the Department of Secondary Education. In the case email doesn’t work, students should call the department coordinator at 657-278-7769 for further direction.

Students with Special Needs

Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to
California State University policy, students with disabilities must document their disabilities at the Disability Support Services (DSS) Office in order to be accommodated in their courses.

**Academic Dishonesty Policy**

Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021 found at the UPS section of the Academic Senate website.

**CSUF Writing Center**

The Writing Center offers all registered CSUF students the opportunity to receive writing assistance. In half hour long tutorials, the students who come to the Writing Center will work with a tutor to create and/or improve specific assignments and, more importantly, to improve their overall writing skills. Students can expect to engage in conversation about their assigned topics, the point or thesis of their writing, ways to organize and develop ideas, or how to improve sentence structure and mechanics so as to convey the intended meaning of the essay. The Writing Center is located in MH 45, the basement of McCarthy Hall, on the campus of California State University, Fullerton; 657-278-3650. More information can be found on the CSUF Writing Center webpage.

**University Learning Center**

The goal of the University Learning Center is to provide all CSUF students with academic support in an inviting and contemporary environment. The staff of the University Learning Center is carefully selected and trained to assist students with their academic assignments, general study skills, and computer user needs. The ULC is located in the Pollack Library North, 2nd Floor. The services that the ULC provide to the CSUF students include an open computer lab, tutoring, workshops, online tutoring, and collaborative learning. The online tutoring option allows students to submit their paper for constructive feedback. More information can be found on the University Learning Center website.

**Two week plan for distant instruction should on-campus instruction be interrupted**
In case of instruction interruption, please check the course website for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Titanium groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444

**Emergency Contact**

In the event of emergency, contact the University Police at 657-278-3333. [Additional information can be found at the CSUF Emergency Preparedness website.](#)

**Library Support**

Pollak Library Assistance available for Online Students with [online instruction guidelines are available on the CSUF library website.](#)
ONLINE COURSE POLICIES

WEB Course Requirements

Students who enroll in a WEB course MUST:
1. abide by the single subject credential program technology competency policy outlined above;
2. have frequent and dependable internet access with a high speed modem;
3. utilize the latest version of a reliable web browser (preferably Internet Explorer, Mozilla Firefox or Safari);
4. utilize a computer that has anti-virus software installed;
5. utilize Microsoft® Office (word, powerpoint, excel);
6. type and electronically submit all assignments through TITANium; and be WEB savvy (know how to search, troubleshoot, bookmark, use web collaboration and social networking sites, etc.).

Netiquette

Each student is expected to conduct himself/herself in a professional manner during the class - taking full advantage of the learning opportunities available. This includes completing all online discussions and assignments, adhering to proper netiquette, and so on. Netiquette refers to a set of behaviors that are appropriate for online activity - especially with email and threaded discussions. The core rules of netiquette can be found at the Netiquette website. Please read through these netiquette rules to ensure that you are familiar with what will be the expected online behavior for this course.

Authentication of Student Work

Authentication of student work is important in an online class. This is accomplished by requiring multiple measures of student performance, including discussion board postings, individual email conversations, and the multiple assignments you are required to complete. Because many assignments are aligned to your teaching, they allow you to create practical and unique resources for your use as a classroom teacher.

Discussion Posting Guidelines

Students will be expected to respond to writing prompts that show an in-depth understanding and reflection of the class readings, presentations, past experiences and personal work in the course. Students are expected to post responses to the prompt by the deadline indicated on the course calendar.

Synchronous/Asynchronous Instruction
All course class session are asynchronous. There will be no synchronous class meetings. However, students must attend fieldwork and the school board meeting at the days/times scheduled by the district/school.

CALIFORNIA STATE COMMISSION ON TEACHER CREDENTIALING POLICIES & GUIDELINES

California Commission on Teacher Credentialing

The Single Subject Credential Program at California State University Fullerton is fully accredited by the California Commission on Teacher Credentialing (CTC) and the National Council for Accreditation of Teacher Education (NCATE). The College of Education and all associated programs passed the most recent accreditation with a 100% rating (Excellent job CSUF!).

The Single Subject Credential Program adheres to all the CTC requirements on teacher credentialing. Information on credential program requirements, accreditation and steps to earning a teaching credential in California can be accessed on the CTC website.

California Standards for the Teaching Profession

The Single Subject Credential Program promotes and incorporates the California Standards for the Teaching Profession (CSTP). The Standards are based on current research and expert advice pertaining to best teaching practice. The Standards are organized around six interrelated categories of teaching practice. The six standards are for:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Together these six standards represent a developmental, holistic view of teaching and are intended to meet the needs of diverse teachers and students in California. Each standard is introduced in narrative which can be accessed on the CSTP website.

Teaching Performance Expectation (TPE)

Based on the California Standards for the Teaching Profession, the Teaching Performance Expectations (TPE) describe the set of knowledge, skills and abilities beginning teachers should have and be able to demonstrate. The complete text of the TPEs can be accessed on the TPE website. A helpful resource is available through Cal State Teach on the CalTPE website.

Teaching Performance Assessment (TPA)
Based on the *Teaching Performance Expectations*, the Teaching Performance Assessment (TPA) evaluates beginning teacher’s competencies in the six standard domains. EDSC 310 introduces the TPA and provides an overview of its implementation in the Single Subject Credential Program. A handbook regarding the TPA can be accessed on the [TPA website](#).
**PRE-PLANNING FOR THE LESSON**

**Key Content Standard(s):**

**Lesson Objective:**

**Assessment**
- What evidence will the students produce to show they have met the learning objective?
- What modifications of the above assessment would you use for language learners and/or special needs?

**Prerequisite skills and knowledge and experiential backgrounds**
- Skills/knowledge/experiential backgrounds
- Pre-assessment strategy

**Equity**
- How will ALL learners engage? (varying academics, cultural backgrounds & language levels)*

---

**Building Academic Language (Language Demands of the Lesson):**

Key vocabulary, tables, graphs, analyzing data, word sound, scientific justifications & conclusions

<table>
<thead>
<tr>
<th>Dimensions*</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Discourse (oral: speaking)</td>
<td></td>
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<tr>
<td>Writing in Science Classroom (written)</td>
<td></td>
</tr>
<tr>
<td>Reading and Hearing</td>
<td></td>
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<tr>
<td>Language Functions</td>
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</tr>
</tbody>
</table>

**Lesson Resources/Materials**

* cite relevant strategy/theory when applicable
**Instructional Sequence: Engaging students in the learning process**

**Introduction:** What will the teacher do to 1) stimulate/motivate students by connecting the lesson to experiential backgrounds, interests and prior learning, and 2) to identify learning outcomes? (The 5E MODEL can be embedded in this structure)

<table>
<thead>
<tr>
<th>Introduction Time: _____ minutes (Engage)</th>
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<tbody>
<tr>
<td>Time</td>
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</tbody>
</table>

**Body:** What will the teacher do to present material, guide practice and build independence with the concepts/skills? Be sure to include the assessment and academic language strategies within the body of the lesson. Include the total time the lesson will take as well as the amount of time needed for each step.

<table>
<thead>
<tr>
<th>Body Time: _____ minutes (Explore)</th>
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<tbody>
<tr>
<td>Time</td>
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<table>
<thead>
<tr>
<th>Body Time: _____ minutes (Explain)</th>
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<tr>
<td>Time</td>
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<td></td>
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</tbody>
</table>
Body Time: _____ minutes (Elaborate)

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
</table>

**Closure/Evaluation:** How will the teacher help the students process the learning objective(s) of this lesson? (ex. summarize, self-assess, draw conclusion, reflect)

Closure Time: _____ minutes (Evaluate)

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher</th>
<th>Students</th>
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</thead>
</table>
## LESSON PLAN SCORING GUIDE

**SCIENCE Credential Program**

### Lesson Plan Scoring Guide

<table>
<thead>
<tr>
<th>Name:</th>
<th>Lesson:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Objectives and Content Standards</strong></td>
</tr>
<tr>
<td></td>
<td>Objectives are clear, well-defined, observable and measureable. Content standard is appropriate.</td>
</tr>
<tr>
<td></td>
<td><strong>Lesson Introduction</strong></td>
</tr>
<tr>
<td></td>
<td>Lesson introduction is engaging, accesses appropriate prior knowledge and makes a clear connection to new content.</td>
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<tr>
<td></td>
<td><strong>Content Delivery (Method of Instruction)</strong></td>
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<tr>
<td></td>
<td>Method of instruction is clear, engaging and constructive. Delivery of content aligns with the content standard and targets the objective. The strategies are student-centered, innovative and effectual</td>
</tr>
<tr>
<td></td>
<td><strong>Student Engagement (Activities/Critical-Thinking/Guided Practice)</strong></td>
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<tr>
<td></td>
<td>Student activities are clear, engaging and constructive. Activities align with the content standard and target the objective. Opportunities for critical-thinking are innovative and effectual.</td>
</tr>
<tr>
<td></td>
<td><strong>Lesson Closure</strong></td>
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<tr>
<td></td>
<td>Lesson closure provides an opportunity for students to reflect on the lesson and engage in critical-thinking</td>
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<tr>
<td></td>
<td><strong>Assessment (Formative and/or Summative)</strong></td>
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<tr>
<td></td>
<td>Opportunities to check for understanding are abundant and productive. The summative assessment strongly aligns with the lesson objective</td>
</tr>
<tr>
<td></td>
<td><strong>Accommodations for Students with Special Needs</strong></td>
</tr>
<tr>
<td></td>
<td>Strategies to help English Learners, Striving Readers and Students with Special Needs are effective and appropriate for the needs of the learner.</td>
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<tr>
<td></td>
<td><strong>Lesson Resources/Technology Integration</strong></td>
</tr>
<tr>
<td></td>
<td>The lesson resources are appropriate and helpful. Technology tools are well-developed, engaging, and enhance the quality and content of the lesson.</td>
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<tr>
<td></td>
<td><strong>Total Score</strong></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
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</table>

**Comments:**
# FRAMEWORK AND STANDARDS MINDMAP SCORING GUIDE

## SCIENCE CURRICULUM MINDMAP SCORING GUIDE

<table>
<thead>
<tr>
<th>MINDMAP REQUIREMENTS</th>
<th></th>
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<tbody>
<tr>
<td>The MindMap is focused on one 7-12 grade level/topic in the Next-Generation Science Standards and is organized in a way that demonstrates the unit’s coherence, continuity and continuous nature. Curricular perspective used to construct the unit plan is evident.</td>
<td>2</td>
</tr>
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</table>

### Goal of Knowledge and Understanding of Disciplinary Core Ideas

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>The MindMap contains three (2) appropriate Next Generation Science Standards-Performance Standards that support each curriculum strand.</td>
<td>10</td>
</tr>
<tr>
<td>Appropriate images are included for each curriculum strand.</td>
<td>3</td>
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</tbody>
</table>

### Goal of Understanding the Cross Cutting Concepts in Science

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<table>
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<tbody>
<tr>
<td>The MindMap contains an essential question related to the Cross-Cutting Concept for the topic that is socially and culturally relevant, developmentally appropriate and supports the coherence and continuity of the unit.</td>
<td>4</td>
</tr>
<tr>
<td>Appropriate images are included for each curriculum strand.</td>
<td>1</td>
</tr>
</tbody>
</table>

### Goal of Practices of Scientific and Engineering Reasoning

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<tbody>
<tr>
<td>The MindMap contains at least 2 opportunities for students to engage in scientific and engineering practices. Candidate plans for students to collect and analyze data, make a claim, and construct an argument using an epistemic practice for experimentation and text-based resources.</td>
<td>4</td>
</tr>
<tr>
<td>Appropriate images are included for each curriculum strand.</td>
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</table>

### TOTAL

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<tbody>
<tr>
<td>TOTAL</td>
<td>25</td>
</tr>
</tbody>
</table>
Posting
The great advantage of online discussion is that it can happen almost anytime, anywhere; it can deepen your understanding of the course material, and it can help you forge stronger connections with your classmates. Your posts are required to be substantive, and advance or re-frame the discussion in some way. In other words, you must do more than say “I agree” or “I disagree,” and you must not merely restate what someone else says.

Grading
Your online discussions will count for a significant part of your overall grade. Discussions will have deadlines, and late posts will not be accepted. Your posts will be read and evaluated with special attention to several areas:

• Appropriate length
• Relevance to topic
• Evidence of thought/reflection (i.e. reactions have their time and place in online discussion, but so do extended thought and rumination)
• Evidence of critical-thinking (i.e. these discussion topics ought to elicit some analysis on your part: ask questions, and more questions; posit some explanations, hypotheses, original ideas. What do you think?)
• Collegiality — adherence to the norms of courtesy appropriate in academic (but informal) discussion
• Replies – student provided substantial replies to classmates when required

<table>
<thead>
<tr>
<th>Discussion Forum Scoring Guide</th>
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<tbody>
<tr>
<td>5</td>
</tr>
<tr>
<td>I look at my learning experiences and identify areas of concrete knowledge and conceptual understanding. I express my understanding of new concepts by making at least three (3) references to information learned in readings/presentation/videos within the learning unit. I include personal reflection on how my new learning affects my practice as a teacher. I discuss past experiences/knowledge and comment on how they have shaped my learning.</td>
</tr>
</tbody>
</table>
COURSE CALENDAR

Week 1, August 25 | Assignments due August 31, 10:00 p.m. PST

Lesson 1: Introduction to the Course
Candidates will become members of the class, familiarize themselves with the course syllabus, course calendar and fieldwork requirements, and will get to know their classmates.

Reading Assignments
Syllabus – Posted in TITANium

Assignments Due
Discussion Forum – Autoethnography

Week 2, September 1 | Assignments due September 7, 10:00 p.m. PST

Lesson 2: Science Curriculum Perspective
Candidates will analyze the major policy and assessment documents that guide the teaching of science in CA public schools. Candidates will receive reading on four specific curriculum perspectives and will develop a matrix that explains the particular stance of science represented for each perspective. Candidates will use the matrix to contextualize the science and engineering practices discipline ideas, and crosscutting concepts.

Reading Assignments
Wiggins, & McTighe, – chapter 1
Kottler & Costa – chapter 2
NRC Framework –Chapter 10

Assignments Due
H-SS framework, Next Generation Science & common core standards – Matrix
Discussion Forum – Curriculum Perspectives

Week 3, September 8 | Assignments due September 14, 10:00 p.m. PST

Lesson 3: How Students Learn
Candidates will assess how students learn, review the ELD standards, and identify strategies and resources to teach English Learners and Students with Special Needs

Reading Assignments
Wiggins, & McTighe, – chapter 1
How Students Learn – Posted in TITANium
ELD Standards – Posted in TITANium

Assignments Due
Discussion Forum – English Learners and Students with Special Needs
Lesson 4: How Students Learn Science
Candidates will assess how students learn science, and will explore inquiry, science and engineering practices and the ways and means of “doing science.”

Reading Assignments
Putting Principles into Practice: Understanding Science – Posted in TITANium
NRC Science Framework – chapter 11

Assignments Due
Discussion Forum – Disciplinary Knowledge in Science and Perspective of Learning Matrix

Lesson 5: Designing a Unit Plan
Candidates will create a basic plan for an instructional unit using the backward design model of planning, create a website for their Digital Unit Plan, and begin a Unit Plan Map using backward design principles

Reading Assignments
Wiggins, & McTighe – chapter 1
Kottler & Costa – chapters 2

Assignments Due
Digital Unit Plan Basics
Discussion Forum – Unit Planning Reflection
Quiz – Learning Objectives

Lesson 6: Planning an Effective Lesson
Candidates will explore best practices for planning an effective lesson and identify the purpose for each stage of lesson planning.

Reading Assignments
Wiggins, & McTighe – chapter 3

Assignments Due
Digital Unit Plan Map
Discussion Forum – Stages of Learning

Lesson 7: Engaging Students in Learning
Candidates will identify myriad pedagogical content strategies and student engagement activities for their Digital Unit Plan lessons, and will identify resources for the DUP
**Reading Assignments**
Ko Wiggins, & McTighe – chapter 7
Deshler & Schumaker--

**Assignments Due**
Digital Unit Plan Map
Discussion Forum – Student Engagement Strategies

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Week 8, October 13  |  Assignments due October 19, 10:00 p.m. PST

**Lesson 8: Inquiry in the Science Studies Classroom**
Candidates will explore the elements of inquiry construct a comprehensive lesson using inquiry as the content delivery model and guided notes as the student engagement activity, and produce an inquiry presentation and 5E lesson plan. Candidates will develop procedures and protocols for laboratory safety and complete a safety evaluation.

**Reading Assignments**
Wiggins, & McTighe – chapters 5 & 6
Kottler & Costa – chapter 3
Flynn series of Lab videos

**Assignments Due**
Lesson Plan with Inquiry Presentation & Guided Notes
Discussion Forum – Questioning Strategies
Quiz – Questioning Strategies

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Week 9, October 20  |  Assignments due October 26, 10:00 p.m. PST

**Lesson 9: Text-Based Evidence in Science**
Candidates will explore strategies for utilizing expository textbooks, and will create a lesson plan using text-based materials as the content delivery method and organization strategies for student engagement. Candidates will design one epistemic practice for text-based assignments that includes explanation of use of conceptual tools and processes.

**Reading Assignments**
Wiggins, & McTighe – chapter 6
Supplemental reading - Posted in TITANium

**Assignments Due**
Lesson Plan with Text-based assignment and presentation
Discussion Forum – Reading Strategies
Week 10, October 27  Assignments due November 2, 10:00 p.m. PST

Lesson 10: Engineering Design in the Science Classroom
Candidates will distinguish practices in science from those in engineering by analyzing the differences between asking questions and defining problems, developing and using models, planning and carrying out investigations, analyzing and interpreting data and using mathematics and computation thinking. Candidates will develop one epistemic practice for model building.

Reading Assignments
Wiggins, & McTighe – chapter 11
NRC Science Framework - chapter 3

Assignments Due
Discussion Forum – Identification of Primary Sources and Analysis Tools
Quiz – Primary Sources
Primary Source Analysis Tool

Week 11, November 3  Assignments due November 9, 10:00 p.m. PST

Lesson 11: Engaging Students in Argumentation
Candidates will explore multiple ways to argue in other subject areas, clearly distinguish argumentation in science, and develop an epistemic practice for argumentation for the urban classroom.

Reading Assignments
What is the Text Doing? – Posted in TITANium
NRC Science Framework- chapter 1&2

Assignments Due
Inquiry Lesson Plan with Primary Sources and Analysis Tools
Discussion Forum – What is the Text Doing?

Week 12, November 10  Assignments due November 16, 10:00 p.m. PST

Lesson 12: Discussion & Deliberation in the Science Classroom
Candidates will identify and discuss various factors that facilitate teacher-to-student discussion and student-to-student discussion. Candidates will explore ways to facilitate discussion with small groups of students and whole classes. Candidates will develop one grouping strategy for students, design an implementation strategy, and create a lesson plan using discussion or deliberation as the content delivery method and communication strategies for student engagement.

Reading Assignments
Wiggins, & McTighe – chapter 10
Kottler & Costa – chapter 7
Thompson & Windschitl's Discourse Primer

Assignments Due
Discussion & Deliberation Lesson Plan
Discussion Forum – Discussion Strategies
Lesson 13: The Virtual or Distant Science Classroom
Candidates will explore strategies for implementing a lesson in a virtual or distant learning situation. Candidates will explore ways to maintain rigor, student engagement and the integrity of science outside of traditional classroom walls. Candidate will construct a lesson plan using all materials available.

Reading Assignments
Wiggins, & McTighe – chapter 9
Supplemental Text – Posted in TITANium

Assignments Due
Simulations, Interactive and virtual Lesson Plan
Discussion Forum – Identifying Interactive
Quiz - Simulations

Fall Break November 24-November 30 | No Class
Have Fun!

Lesson 14: Finalizing and Analyzing the Digital Unit Plan
Candidates will analyze the effectiveness of the DUP by aligning assessments with objectives to determine if objectives were met

Reading Assignments
None

Assignments Due
Digital Unit Plan Map – Final
DUP Analysis
Discussion Forum – Glows and Grows

Lesson 15: Showcasing the Digital Unit Plan
Candidates will showcase their Digital Unit Plan

Reading Assignments
None

Assignments Due
DUP Showcase
Discussion Forum – You Rock!

Week 16, December 15 | CSUF Finals Week
No Final Exam
Location: EC 121  
Day and Time: Tuesday 4:00 p.m. – 6:45 p.m. and Online  
Instructor: Tonja Byrom, M. Ed.  
Office: CP 600-7  
E-mail: tbyrom@fullerton.edu  
Phone: (657) 278-3127  
Office hours: Tuesdays 1-3 p.m.; Wednesdays 3:30–4 p.m. (online); Fridays 11:45-12:15 p.m. (FJUSD Board Room);  
**Additional hours are also available by appointment.**  
Technical support: (657) 278-7777  

Table 1: Education Unit Conceptual Framework

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**EDUCATION UNIT CONCEPTUAL FRAMEWORK**

**Mission**  
The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

**Program Outcomes and Indicators**  
After successful completion of a program of study, our credential recipients and program graduates are:

1. **Knowledgeable and Competent Specialists who**  
   a) demonstrate a strong foundation of knowledge  
   b) implement effective practice  
   c) use current technologies for teaching and learning

2. **Reflective and Responsive Practitioners who**  
   a) advance just, equitable, and inclusive education  
   b) make informed decisions  
   c) participate in collaborative endeavors  
   d) think critically and creatively

3. **Committed and Caring Professionals who**  
   a) demonstrate leadership potential  
   b) maintain professional and ethical standards  
   c) engage in continuous improvement
PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES
Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found at the faculty documents section of the COE website.

RESPONSE TIME
Your instructor will respond to messages within 48 hours except weekends. You will likely receive a response more quickly, as your instructor is online throughout most of the day. For general questions or concerns, please contact the EDSC Coordinator at (657) 278-7769.

COURSE DESCRIPTION
EDSC 442F: Teaching World Languages in the Secondary School (3). Principles, methods and materials of language learning and teaching. Includes lectures, activities, and fieldwork. Required before admitted to student teaching. A “B-” (2.7) or better is required to earn a Single Subject Credential. Prerequisite: admission to Single Subject Credential Program. Corequisite: EDSC 449E: Strategies and techniques for teaching a World Language in secondary schools.

STUDENT LEARNING GOALS AND RELATED OBJECTIVES
This section presents the course’s student learning goals and lists the learning objectives related to each goal. The objectives indicate the competencies candidates will develop by the end of the course. During interrelated activities in program coursework and fieldwork, all candidates for a Single Subject Credential in a World Language learn specific teaching strategies that are effective in supporting them to teach the national- and state-adopted academic content standards in their content area. Upon completion of this course, all candidates will be able to demonstrate the following competencies:

1. High proficiency in the language that allows them to conduct their classes in the target language;
2. Design and implement differentiated instruction based on the levels of language proficiency, needs and strengths of the range of language learners as well as struggling readers and writers, advanced learners, students who use non-dominant varieties of the target language, students with exceptional needs, and students from a variety of educational and linguistic backgrounds;
3. Provide integrated, proficiency- and communication-based instruction and assessment with a commitment to teaching and learning using the four language skills of listening, speaking, reading, and writing thus enabling their students to demonstrate communicative ability in the target language from stage 1 to advanced stages of language acquisition;
4. Knowledge of the nature of language, and of linguistics as well as a thorough understanding of the structural rules and practical use of the target language;
5. An in-depth knowledge and understanding of the cultures and societies in which the target language is spoken, with validation and appreciation of the language and cultures of heritage and native speakers.
6. Assess student progress, both formally and informally, and use the results to inform and plan instruction that advances the learning of all language students;
7. Implement effective language development strategies to engage students and promote numerous opportunities for developing oral language across the curriculum;
8. Improve students’ reading comprehension, including students’ ability to access grade- level texts of increasing depth and complexity and activate background knowledge, make connections, synthesize information, and evaluate texts;
9. Provide writing instruction (inclusive of the writing process) on conventions, domains (i.e. response to literature, informational, persuasive, and technical), research, and applications that address all levels of proficiency from formulation of sentences to multi-paragraph essays;
10. Improve students’ ability to critique texts and media for point of view, bias, power, validity, truthfulness, persuasive techniques, and appeal to both friendly and critical audiences;
11. Emphasize critical thinking and evidence of student learning to inform their best practices in Teaching; and,
12. Effectively use technology to support and enhance their instruction as well as utilize it as a tool for conducting research.

Candidates in English Language Development (ELD), upon completion of this course, will also be able to demonstrate the following:

1. Address the unique needs of long-term English learners that distinguish them from newcomers and other types of English learners;
2. Teach students about the norms and values of US cultures, the culture of schooling and how to access school and community resources;
3. Provide academic language development instruction emphasizing discourse that leads to the production of complex texts; and,
4. Provide systematic vocabulary development that emphasizes high utility words used across curricular areas.

REQUIRED TEXTS
   ISBN: 978-083841705-8
2. Scaffolds for Supporting English Learners within the Common Core State Standards.
   Order form available at http://www.ocde.us/SSI/Documents/Scaffold%20Booklet%20Order%20Form%202%5B1%5D.PDF (For further information please contact the OCDE Services for English Learners and Specialized Instruction office at (714) 966-4445.)

ADDITIONAL REQUIRED MATERIALS
6. Pacing guides from the department in which you are placed (see your MT or the Dept. Chair at your school site).
7. Teacher Edition (and any available auxiliary materials) of the textbook used for the class(es) you will teach.
8. Assigned readings posted in PDF format on the TITANium course site.

SUGGESTED TEXTS
2. 21st Century Skills Map for World Languages. Available on the TITANium course site.
ATTENDANCE
Attendance in this course is mandatory. Students not present in class will receive a grade of zero for the class discussion and/or activity for the week of the absence.

GRADING POLICY AND GRADING STANDARDS FOR THE COURSE
This course is letter grade only - A, B, C, D, F. A grade of “B” or better is required to receive credit. The required assignments for the course are as follows:

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Reading Responses (8)</td>
<td>120</td>
</tr>
<tr>
<td>Weekly Observations (8)</td>
<td>400</td>
</tr>
<tr>
<td>Unit Plan (1)</td>
<td>100</td>
</tr>
<tr>
<td>Weekly Lesson Plans (2)</td>
<td>200</td>
</tr>
<tr>
<td>Daily Lesson Plans (10)</td>
<td>1000</td>
</tr>
<tr>
<td>Unit/Lesson Peer Reviews (5)</td>
<td>125</td>
</tr>
<tr>
<td>Mini-Lesson Presentation (1)</td>
<td>50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Participation</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Participation (15)</td>
<td>375</td>
</tr>
</tbody>
</table>

**Total** .................................................. 2370 Points

The grade breakdown is the following:
A = 1972 - 2370
B = 1474 - 1971
C = 976 - 1473
D = 478 - 975
F = 477 and below

EXTRA CREDIT OPTIONS
Candidates have the opportunity to earn extra credit by incorporating 21st Century Skills (P21 skills maps) into their lesson plans. To earn this, candidates must identify the 21st century skill area on their lesson plans (just below where standards are identified) and must also demonstrate the development of the identified skill throughout the lesson/unit.

ASSIGNMENTS (Descriptions follow.)
All assignments must be submitted through TITANium by Sunday at midnight of the week they are assigned.
The required assignments for the course are as follows:
1. Weekly Reading Assignments (8);
2. Weekly Reading Responses/Discussions (8);
3. Weekly World Language Classroom Observations (8);
4. Unit Plan (1)(week 4);
5. Weekly Lesson Plans (2)(weeks 5 and 6);
6. Daily Lesson Plans (10)(weeks 7 and 8);
7. Lesson/Unit Plan Peer Reviews (5);
8. Mini-Lesson Presentation (1); and,
9. Participation

LATE ASSIGNMENTS
Grades for late assignments and required forms will be reduced 10% each day after the assignment due date (up to 50%) unless approval for late work is given in advance. Late assignments and forms will only be accepted up to one week after the original due date.
ASSIGNMENT DESCRIPTIONS

WEEKLY READING ASSIGNMENTS
Candidates are required to read information related to Second Language Acquisition (SLA) research, world language pedagogy, assessment, language proficiency, and national- and state-adopted content standards. These readings include Omaggio textbook chapters as well as the reading of subject-specific frameworks and content standards. Candidates are expected to complete all required readings prior to class and participate in discussions of the reading and hands-on application of the reading content in class and coursework.

WEEKLY READING RESPONSES/DISCUSSIONS (8)
Candidates are required to submit responses to specific prompts related to course readings and discussion topics. Responses should be concise, yet be coherent enough to completely address the prompt(s). Responses must be submitted through the discussion thread in TITANium and will be graded using the Reading Response/Discussion Scoring Guide.

WEEKLY WORLD LANGUAGE CLASSROOM OBSERVATIONS (8)
Candidates are required to complete eight observations of multiple World Language Teachers at their school site. The goal of these observations is to observe a variety of instructional, assessment, and management strategies as well as to see language instruction and comprehensible input through the lens of the language learner (observation of language instruction the candidate does not understand). Observations must be completed by end of the ninth week of CSUF instruction, but candidates are encouraged to complete these observations during the first four weeks of instruction. Observations are of a complete period and must be submitted through TITANium using the Classroom Observation Template provided. Observations will be graded based on completion of the Classroom Observation Template in TITANium. Each observation will be focused on various specific details (provided by your instructor). Observations must be completed as follows:

- Three observations of the assigned Master Teacher (MT):
  - At least two of these observations must be at different language levels (for example, Mandarin One and Mandarin Two)
- Five observations of teachers other than the MT:
  - Only one can be of the language the candidate will teach
  - Observe more than one language (French, German, Japanese, etc.)
  - Observe language(s) the candidate does not understand

UNIT PLAN (1)
Candidates will learn to use backwards design to plan standards-, proficiency-, and communication-based lessons; this unit plan will serve as the candidates’ first attempt at planning with the end in mind. Candidates will create a unit plan (two-three week unit) using the 5-Step Lesson Plan template (in TITANium) during the fourth week of CSUF instruction. The unit plan does not include all documents (i.e. presentations, handouts, assessments, etc.) for the unit. The unit plan will be completed using the World Language 5-Step Unit Plan template. The unit plan must include instruction, practice, and assessment in the four major language skills (reading, writing, speaking, and listening) and all three modes of communication (interpersonal, interpretive, and presentational). Candidates are required to type and submit this assignment through TITANium AND bring a copy of the unit plan to class for peer review (see course calendar for due date). Unit plans will be graded using the Unit Plan Scoring Guide in TITANium.

WEEKLY LESSON PLANS (2)
Candidates will learn to use backwards design to plan standards-, proficiency-, and communication-based lessons; these week-long lesson plans will serve to further develop the candidates’ ability to break down units and plan with the end in mind. During weeks five and six of CSUF instruction, candidates will break down their unit plan into two week-long lesson plans (week five-first half of unit, week six-second half of unit). The
weekly lesson plans do not include all documents (i.e. presentations and handouts) for the unit. They must include multiple assessments, including formal and informal assessments, clear project descriptions, and accompanying rubrics or checklists (as they would be handed out to students). These plans must also clearly demonstrate how candidates plan to integrate all four language skills and all three modes of communication into their language learning environment. The lesson plan will be completed using the 5-Step Lesson Plan template (in TITANium) and will include instruction, practice, and assessment in all three modes of communication. Candidates are required to type and submit this assignment (including all required classroom materials) through TITANium AND bring a copy of the lesson plan and materials to class for peer review (see course calendar for due date). Individualized feedback will be provided in writing by the instructor and lesson plans will be graded using the Lesson Plan Scoring Guide in TITANium.

DAILY LESSON PLANS (10)
Candidates will learn to use backwards design to plan standards-, proficiency-, and communication-based lessons; these daily lesson plans will serve to further develop the candidates’ ability to break down units and plan with the end in mind. During weeks seven and eight of CSUF instruction, candidates will break down week-long lesson plans into daily lesson plans (each week will include approximately five daily plans). The daily lesson plans include all documents (i.e. presentations, handouts, assessments, etc.) for each day. They must include multiple forms and formats of assessment, including formal and informal assessments, student handouts, clear project descriptions, and accompanying rubrics/checklists (as they would be handed out to students). The lesson plan will be completed using the 5-Step Lesson Plan template (in TITANium) and will include instruction, practice, and assessment in all four language skills and all three modes of communication. Candidates are required to type and submit this assignment (including all required classroom materials) through TITANium AND bring a copy of the daily plan and materials to class for peer review (see course calendar for due date). Individualized feedback will be provided in writing by the instructor and daily lesson plans will be graded using the Lesson Plan Scoring Guide in TITANium.

WEEKLY LESSON/UNIT PLAN PEER REVIEWS (5)
Candidates will begin creating lesson plans during the fourth week of CSUF instruction (unit, weekly, then daily). Candidates are required to bring their lesson to class each week for peer review. Candidates will exchange their lesson plans with a different classmate each week and review and provide lesson feedback to their partner. Feedback is not submitted through TITANium; however, participation (bringing a lesson and reviewing someone else’s) in peer review is directly connected to the course grade. Reflections are graded based on participation in the face to face process, which includes bringing a lesson to share, providing meaningful feedback to your partner, and discussing the peer reviews as a class.

MINI-LESSON PRESENTATION (1)
Candidates will begin presenting mini-lessons during the fifth week of CSUF instruction. Each candidate will select a guided practice activity from the Menu of Activities document (provided on TITANium) and present one mini-lesson on that activity. Mini-lessons will be no longer than ten minutes in length and will be focused on presenting student activities that develop proficiency in comprehension (week five), listening (week six), speaking (week seven), and writing (week eight). Developing academic vocabulary for heritage speakers and English learners will be embedded into these mini-lessons. Candidates are required to type and submit this assignment (including all required classroom materials) through TITANium AND bring copies of their mini-lesson plan for all class members for peer review. Copies should include the candidate name, date of the presentation, level and stage of language, what the activity is called and what type of guided practice it is (mechanical, manipulative, or generative), the skill the specific mini-lesson is meant to develop, and any other pertinent information needed to clarify the mini-lesson. Individualized feedback will be provided in writing by the instructor and mini-lessons will be graded using the Mini-Lesson Scoring Guide in TITANium.
PARTICIPATION
Participation is mandatory and is based on the students’ ability to meaningfully participate in class activities and discussions. Participation points will be lost if you are absent from class or fieldwork and they cannot be made up.

TECHNICAL REQUIREMENTS

COURSE WEBSITE (CSUF TITANium)
Online course information is available on CSUF TITANium. Go to http://www.fullerton.edu/ and sign in to your student portal. Click on TITANium to access the course. Students are expected to read the announcements in TITANium each week during the duration of the course. Contact the Help Desk (657) 278-7777 for Technical Difficulties.

COURSE COMMUNICATION
All course announcements are sent through TITANium which only uses CSUF email accounts. Additionally, any email communication from your instructor will be sent to your CSUF email account only. Therefore, you MUST check your CSUF email on a regular basis (several times a week) for the duration of the course.

WEB COURSE REQUIREMENTS
This course requires students to use the internet to meet various course requirements. Students who enroll in a WEB course MUST:
1. Abide by the Single Subject Credential Program technology competency policy;
2. Have frequent and dependable internet access with a high speed modem;
3. Utilize the latest version of a reliable web browser (preferably Chrome, Firefox or Safari);
4. Utilize a computer that has anti-virus software installed;
5. Utilize Microsoft® Office 2010 (Word, PowerPoint, Excel, Publisher), Adobe Acrobat, and a variety of Web 2.0 tools;
6. Type and electronically submit all assignments through TITANium; and,
7. Be WEB savvy (know how to search, troubleshoot, bookmark, use web collaboration and social networking sites, etc.).

NETIQUETTE
Each student is expected to conduct himself/herself in a professional manner during the class - taking full advantage of the learning opportunities available. This includes completing all online discussions (for classes arranged to be online) and assignments, adhering to proper netiquette, and so on. Netiquette refers to a set of behaviors that are appropriate for online activity - especially with email and threaded discussions. The core rules of netiquette can be found at http://www.albion.com/netiquette/corerules.html. Please read through these netiquette rules to ensure that you are familiar with what will be the expected online behavior for this course.

UNIVERSITY INFORMATION

CSUF WRITING CENTER
The Writing Center offers all registered CSUF students the opportunity to receive writing assistance. In half hour long tutorials, the students who come to the Writing Center will work with a tutor to create and/or improve specific assignments and, more importantly, to improve their overall writing skills. Students can expect to engage in conversation about their assigned topics, the point or thesis of their writing, ways to organize and develop ideas, or how to improve sentence structure and mechanics so as to convey the intended meaning of the essay. The Writing Center is located in on the first floor of the Pollak Library North, on the campus of California State University, Fullerton, (657) 278-3650. (http://english.fullerton.edu/writing_center/)
UNIVERSITY LEARNING CENTER
The goal of the University Learning Center is to provide all CSUF students with academic support in an inviting and contemporary environment. The staff of the University Learning Center is carefully selected and trained to assist students with their academic assignments, general study skills, and computer user needs. The ULC is located in the Pollack Library North, 2nd Floor. The services that the ULC provide to the CSUF students include an open computer lab, tutoring, workshops, online tutoring, and collaborative learning. The online tutoring option allows students to submit their paper for constructive feedback. (http://www.fullerton.edu/ulc/)

TITANium
As a registered student you are enrolled in Titanium. You may access Titanium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact (657) 278-5619. If you still need more help, contact (657) 278-7777. Check Titanium weekly, the night before class, for any pertinent or last minute, updated information.

STUDENTS WITH SPECIAL NEEDS
Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disability Support Services (DSS) Office in order to be accommodated in their courses.

ACADEMIC DISHONESTY POLICY
Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021 found at the UPS section of the Academic Senate website.

TWO WEEK PLAN FOR DISTANCE INSTRUCTION SHOULD ON-CAMPUS INSTRUCTION BE INTERRUPTED
In case of instruction interruption, please check the course website for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Titanium groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444

EMERGENCY CONTACT
In the event of emergency, contact the University Police at (657) 278-3333. Additional information can be found at the CSUF Emergency Preparedness website.

LIBRARY SUPPORT
Pollak Library Assistance available for Online Students with online instruction guidelines are available on the CSUF library website.
POLICY ON RETENTION OF STUDENT WORK
For the purpose of evaluation, all student work may be retained by the University or its academic employees for a reasonable time. This holds true whether or not the work was produced utilizing State of California resources or materials. Ordinarily, a "reasonable" time for work submitted for a course grade shall be until, at least, the last day of the semester after final grades for the course are assigned.

COURSE CALENDAR

Week 1

Topic 1, August 26th: Becoming Familiar with the Professional Expectations of World Language Teachers
Discussion
• Welcome
• Syllabus
• Expectations
• Fieldwork schedules

Topic 2, Week of August 26th (Online): Knowing a Language vs. Learning a Language
Reading Assignments
• Omaggio Chapters 1 and 2
• World Readiness Standards for Learning Languages (available in TITANium)

Assignments (Due Sunday 8/31 at 11:59 pm)
• Reading Response/Discussion
• Observation #1

Week 2

Topic 3, September 2nd: Second Language Acquisition and Proficiency-Oriented Instruction
Discussion
• Observations
• SLA
• 5 C’s

Application
• Backward Design
• Leading with culture (thematic units)
• Target Language Instruction
• Comprehensible Input

Topic 4, Week of September 2nd (Online): Stages of Language Acquisition and Language Proficiency
Reading Assignments (all available online and in TITANium)
• The Language Learning Continuum (LLC)
• Foreign Language Framework for California Public Schools
• English Language Development Framework (draft, for ELD candidates only)
• ACTFL Proficiency Guidelines
• ACTFL Performance Descriptors for Language Learners

Assignments Due (Due Sunday 9/7 at 11:59 pm)
• Reading Response/Discussion
• Observation #2
Week 3

Topic 5, September 9th: The Modes of Communication: Identifying Language Stage, Proficiency Levels, and Individualized Scaffolds

Discussion

- LLC/Stages
- Stages vs. Levels
- Proficiency
- Modes of Communication

Application

- Matching (stages, proficiency levels, and modes)
- Teacher-presented activities
- Candidate-designed scaffolds

Topic 6, Week of September 9th (Online): Principles and Priorities in Methodology

Reading Assignments

- Omaggio Chapter 3
- Standards:
  - ACTFL National Standards for Foreign Language Education (available in TITANium)
  - Common Core State Standards (CCSS) for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (available in TITANium)
  - World Language Content Standards for California Public Schools
  - California English Language Development Standards (ELD candidates only)

Assignments Due (Due Sunday 9/14 at 11:59 pm)

- Reading Response/Discussion
- Observation #3

Week 4

Topic 7, September 16th: From Theory to Practice: Priorities in Methodology and 5-Step Lesson Design

Discussion

- Standards
- CBI
- TPR

Application

- CBI (leading with culture, creating thematic units, and CBLOs)
- 5-Step Lesson Design

Topic 8, Week of September 16th (Online): The Role of Context in Comprehension and Learning

Reading Assignments

- Omaggio Chapter 4
- Menu of Activities

Assignments Due (Due Sunday 9/21 at 11:59 pm)

- Reading Response/Discussion
- Observation #4
- Unit Plan
**Week 5**

**Topic 9, September 23rd: Teaching within a Context to Develop Comprehension**

**Discussion**
- Unit Plan Peer Review

**Application**
- Mini-Lessons: Comprehension Strategies
- Designing contextualized grammar instruction and practice
- Planning guided practice that develops language proficiency

**Topic 10, Week of September 23rd (Online): Proficiency-Oriented Approaches to Listening and Learning**

**Reading Assignments**
- Omaggio Chapter 5
- Excerpt on Differentiated Instruction (available in TITANium only)

**Assignments Due (Due Sunday 9/28 at 11:59 pm)**
- Reading Response/Discussion
- Observation #5
- Week-long Lesson Plan (1st ½ of unit plan)

**Week 6**

**Topic 11, September 30th: Developing Receptive Proficiency**

**Discussion**
- Lesson Plan Peer Review

**Application**
- Mini-Lessons: Listening Strategies
- TPR Lesson
- Reading and Listening Strategies for Interpretive Communication

**Topic 12, Week of September 30th: Developing Oral Proficiency**

**Reading Assignments**
- Omaggio Chapter 6

**Assignments Due (Due Sunday 10/5 at 11:59 pm)**
- Reading Response/Discussion
- Observation #6
- Week-long Lesson Plan (2nd ½ of unit plan)

**Week 7**

**Topic 13, October 7th: Developing Productive Proficiency**

**Discussion**
- Lesson Plan Peer Review

**Application**
- Mini-Lessons: Speaking Strategies
- TPR Lesson
- Speaking and Listening Strategies for Interpersonal Communication
Topic 14, Week of October 7th: *Becoming Proficient in Writing*

**Reading Assignments**
- Omaggio Chapter 7

**Assignments Due (Due Sunday 10/12 at 11:59 pm)**
- Reading Response/Discussion
- Observation #7
- Daily Lesson Plans (days 1 through 5, see above assignment description)

**Week 8**

Topic 15, October 14th: *Writing across the Curriculum*

**Discussion**
- Lesson Plan Peer Review
- Cross-Curricular Planning and Collaboration

**Application**
- Mini-Lessons: Writing Strategies
- TPR Lesson
- Speaking and Writing Strategies for Presentational Communication

Topic 16, Week of October 14th: *Teaching for Cultural Understanding*  
**TPA 1 DUE**

**Reading Assignments**
- Omaggio Chapter 8

**Assignments Due (Due Date Extended to Sunday 10/19 at 11:59 pm)**
- Reading Response/Discussion
- Observation #8
- Daily Lesson Plans (days 6 through 10, see above assignment description)

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**An Important Note Regarding TPAs**

Be advised that you must pass each TPA with a score of three or higher. These assessments are high-stakes state assessments and without passing them you cannot complete your credential. You do not have the opportunity to fail a TPA more than once without program removal – and resubmission will cost a substantial amount of money, so take them seriously. You will not be given the opportunity to be absent from class or fieldwork in order to work on TPAs, nor will you receive an extension on course assignments so you can work on your TPA. Additionally, you should not write TPA responses while in fieldwork at your school site.

You **must** plan your time wisely in order to successfully complete coursework, fieldwork, and TPAs.

**Procrastination is your enemy.**
Location: CP-120
Day and Time: Tuesdays, 4:00 – 6:45
Instructor: Dr. Susan Glassett Farrelly
Office: CP 600-10
E-mail: sglassett@fullerton.edu
Phone: (657) 278-5186
Office hours: Monday 1:30–3:30 and Tuesday 2:00 p.m.–3:00 p.m. in CP 600-10
Fridays 4:00-5:00 p.m. online
Technical support: (657) 278-7777

Table 1: Education Unit Conceptual Framework

**Mission**
The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

**Program Outcomes and Indicators**
After successful completion of a program of study, our credential recipients and program graduates are:

1. **Knowledgeable and Competent Specialists who**
   a) demonstrate a strong foundation of knowledge
   b) implement effective practice
   c) use current technologies for teaching and learning

2. **Reflective and Responsive Practitioners who**
   a) advance just, equitable, and inclusive education
   b) make informed decisions
   c) participate in collaborative endeavors
   d) think critically and creatively

3. **Committed and Caring Professionals who**
   a) demonstrate leadership potential
   b) maintain professional and ethical standards
   c) engage in continuous improvement
COLLEGE OF EDUCATION CORE VALUES

We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found at the faculty documents section of the COE website.

DEPARTMENT OF SECONDARY EDUCATION MISSION

The Mission of the Department of Secondary Education is to develop quality secondary school teachers. We are committed to providing a program that reflects the complex contexts of the secondary classroom and models a professional community where learning is interactive and dynamic. Our philosophy is to prepare educational leaders through a course of study which bases practice upon knowledge of current research in curriculum and instruction. We develop students as life-long learners, reflective practitioners, and change agents who positively influence decision-making in schools and communities to improve the education of adolescents.

RESPONSE TIME

Please email me directly with any questions about the course. You can expect a response within 48 hours (except weekends).

COURSE COMMUNICATION

All course announcements and personal email are sent through TITANium which only uses CSUF email accounts. Therefore, you MUST check your CSUF email on a regular basis (several times a week) for the duration of the course.

COURSE DESCRIPTION

EDSC 442S Teaching Methods for Foundational Level Mathematics in the Secondary School (3): Prerequisite: admission to Single Subject Social Science Credential Program. Concurrent enrollment in EDSC 449E. Strategies and techniques for teaching a specified subject in the secondary school. A “B” or better is required to pass the course. May be repeated once for credit

This course fulfills course requirements for the Single Subject Credential Program only. This course cannot be taken for graduate credit.
COURSE QUESTION

As stated in the California Common Core State Standards for Mathematics (CaCCSS-M) the purpose of mathematics education is to ensure that all students learn mathematical content in the context of real-world situations, use mathematics to solve problems, and develop “habits of mind” that foster mastery of mathematics content as well as mathematical understanding. With this goal in mind, the course question is “At the foundational level for mathematics, what shall we teach, and how shall we teach it?”

STUDENT LEARNING GOALS AND RELATED OBJECTIVES

The overall goal of Teaching Methods for Foundational Level in the Secondary School is to prepare future teachers to understand the purpose and practice of teaching foundational level mathematics in public schools.

Through the activities and assignments in this course students will:

- Understand critical issues in mathematics education, particularly those impacting learners in middle grades and building foundations in algebra, geometry, probability and statistics.
- Build an awareness of and ability to enact instructional strategies that support mathematics learning for all students.
- Extend their understandings of the structure of mathematics and connections among mathematics concepts.
- Understand common theories of learning mathematics and how these guide instructional practices

During the course the students will:

- Use CaCCSS-M and district courses of study in planning a unit of instruction.
- Identify the mathematical objectives for a unit of study and locate resources that will help learners to meet these.
- Write lesson plans that clearly identify objectives and include a means of assessing whether these were achieved.
- Create lesson plans that exhibit a variety of teaching strategies and technology including an emphasis on engaging students in mathematical discourse.
- Recognize the diversity of students in the mathematics classroom by planning lessons that respect the knowledge students bring from their homes and communities.
- Design and use formative assessment to evaluate learners’ progress and needs as they move through a unit of study.
- Design a summative assessment for a mathematics unit that assesses both procedural fluency and conceptual understanding.
- Identify and develop strategies to effectively teach English Learners and Students with Special Needs, and provide accommodations according to their needs.
REQUIRED TEXTS


4. Additional readings will be posted in TITANium

OTHER REQUIRED MATERIALS

Students are expected to bring a device that is Internet capable (laptop, tablet, smartphone) to each class session. **A laptop is recommended.** Students will also need a microphone for the online activities in this course. Check to see if your computer has an internal microphone. If it does not, you will need to purchase an external microphone.

SOFTWARE FOR STUDENTS

Did you know you can get FREE and low-cost software for being an active CSUF students? Software can be requested from the [CSUF Information Technology website](http://www.nctm.org/PrinciplesToActions/). You will also be expected to create free personal accounts on a variety of Internet based educational software.

ATTENDANCE

Students are expected to attend and actively participate in all class sessions. Participation includes attentive listening, asking relevant questions, offering constructive information or personal examples, engaging positively in group activities, and posting thoughtful comments to online discussions. Most instructional materials will be available on the course TITANium site. Late assignments will not be accepted unless due to a verifiable emergency or illness.

This course is a requirement in the professional teacher preparation program approved by the state of California. It is imperative that you attend class regularly in order to earn a passing grade. Except for emergencies, no absence will be permitted unless it is granted by prior consultation with, and approval by, the instructor. Missing more than thirty (30) minutes of class time constitutes 1/3 of an absence. After two absences, a meeting will be arranged with the Director of the Single Subject Credential Program or the Chair of Secondary Education to determine whether you will be capable of completing the program and, if so, how you will do so.

Student presence in the online activities is mandatory and will be demonstrated through timely completion of discussion forum posts and other online activities. Students will receive no credit for the incomplete posts/activities.
This course is letter grade only, A, B, C, D, F. +/- grading will not be used.  

A grade of “B” or better is required to progress into second semester student teaching.

There are 1000 possible points. The grade breakdown is as follows:

900 - 1000 = A  
800 - 899 = B  
700-799 = C  
600-699 = D  
599 and below = F

ASSIGNMENTS

1. Class attendance and participation (150 points – 10 points/week for 15 weeks)  
2. Response to readings and other online content (150 points – 10 points/week for 15 weeks)  
3. Mathematics Autobiography (25 points)  
4. Visual Representation Mini-Lesson (50)  
5. Concept Map of ELD Standards, Standards for Mathematical Practice, and Instructional Strategies (25)  
6. Digital Unit Plan (600 points)  
   a. Digital Unit Plan Basics (50 points)  
   b. Lesson Plan – Teacher Guided (80 points)  
   c. Lesson Plan – Collaborative Inquiry (80 points)  
   d. Lesson Plan – Peer Instruction (80 points)  
   e. Lesson Plan – Mathematical Modeling (80 points)  
   f. Lesson Plan - Interactive (80 points)  
   g. Incorporation of Social Media (10 points)  
   h. Digital Unit Plan Map (50 points)  
   i. Digital Unit Plan Analysis & Showcase (50 points)  
   j. Digital Unit Plan Peer Review (40 points)

LATE ASSIGNMENTS

Late Work Policy: Grades for late assignments and required forms will be reduced 10% each day after the assignment due date (up to 50%) unless approval for late work is given in advance. Late assignments and forms will be accepted up to one week after the original due date. Discussion posts will not be accepted late.

ASSIGNMENT DESCRIPTIONS

Class Attendance and Participation

Each week students are expected to prepare for, attend, and participate in the weekly class session. In each class session students will work in groups to explore, discuss and explain their reasoning when solving a “Problem of the Day” (POD). They exam common misconceptions, and make conceptual connections between different areas of math. It is
expected that a POD journal will be kept online or using paper and pencil. The POD work is expected to illustrate teaching mathematical content in a student-centered, problem-based manner. Each class session has a pedagogy component, a mathematical content component (POD) and a technology component. Participation in all components is expected.

Response to Readings and Other Online Content
Each week students will be assigned readings and/or other online content that discuss practice and research in mathematical education. The readings and structured activities associated with the readings are completed prior to class. These activities will include responses to discussion prompts posted on TITANium and entries on the class collaborative online concept map (Popplet). Students are expected to show evidence of their learning through thoughtful responses that exhibit knowledge of the required readings and demonstrate critical-thinking and reflection. Each forum discussion will include making connections to the CaCCSS-M. Each entry on the class concept map should illustrate an association between an idea from the readings and one or more of the Standards for Mathematical Practice.

Mathematics Autobiography
Students bring a draft to first class meeting AND submit final version online. The assignment will be 2-3 pages, double-spaced and typed in essay-style (i.e., with sentences and paragraphs). Write a mathematics autobiography that describes your experiences with mathematics throughout your life both in and out of school. You might include mention of your earliest recollection of “doing math,” people who influenced your thinking about mathematics and your abilities in mathematics, and experiences that significantly impacted your feelings and/or beliefs about mathematics. Include a discussion about why you have decided to become a teacher of mathematics.

Visual Representation Mini-Lesson
For this assignment, each student will plan a 30-minute lesson to teach your classmates about a specific manipulative or visual model and how it can be used to develop students’ understanding of an important mathematical concept, relationship, or procedure. Before teaching this to our class, you must meet with your assigned class partner at least once to go over your ideas. To accompany the 30-minute lesson, you will design and include a:

1. Handout - one page (double-sided) for teachers describing:
   - The use of the manipulative or model (with examples),
   - Specific correlations to the Common Core State Standards and Mathematical Practices,
   - A list of 2 to 4 references (print- or web-based), and
   - Suggestions about how to bridge from the concrete or visual representation to an abstract mathematical understanding.

2. Lesson plan - in the FLM format that incorporates the use of the visual representation into activities that support students’ learning of specific standards-based objectives.

3. Presentation - PowerPoint, Notebook, Prezi or media that helps to structure the lesson and provide understanding of the manipulative, model, or activity.
All of the items above (with revisions, if needed) must be submitted online within 1 week following your in-class presentation along with a 1-page reflection on what you learned from this assignment and improvements you think you improve student learning.

**Concept Map of ELD Standards, Standards for Mathematical Practice and Instructional Strategies**

Students will review the [California English Language Development Standards](#) for a grade level applicable to their fieldwork. They will then produce an online digital concept map showing how the ELD Standards relate to the Standards for Mathematical Practice in [CaCCSS-M](#) and the *Instructional Strategies Specific to the Mathematics Classroom* found in the [California Mathematics Framework](#).

**Digital Unit Plan Components and Guidelines**

Students are charged with the task of developing a comprehensive unit plan on content covered in the second semester of your co-teaching. The unit must be constructed in Weebly and include:

1. **Digital Unit Plan Basics** – the basics of the unit must include the applicable:
   - California Common Core State Standards for Mathematics - Content
   - California Common Core State Standards for Mathematics - Standards for mathematical Practice
   - Lesson topics with goals and objectives
   - Assessment Plan which identifies the key measures of assessment throughout the unit

2. **Unit Lessons** – you must develop a minimum of five (5) lessons, each demonstrating a different type of instructional strategy, student engagement and student technology use. The types of lessons required are as follows:
   - **Teacher Guided** - This lesson requires a digital presentation (screencast, prezi, powerpoint, etc.) and needs to be embedded in the Digital Unit Plan (DUP) Site. The presentation must contain a minimum of 10 slides or the equivalent (more if appropriate) and the use of multiple forms of media (e.g. images, charts, graphs, or videos). The presentation must contain prompts or questions that encourage conceptual thinking and require students to reason and explain (MP 2 and 3). This lesson requires a digital student engagement activity such as guided notes, graphic organizers, concept maps or the creation of visual representations. A description must be written in the lesson plan, and a sample of the student engagement activity must be embedded in the DUP site.
   - **Collaborative Inquiry** - This lesson requires inquiry as the method of instruction. Describe how the teacher will introduce and utilize Geogebra have students work in groups and explore a mathematical concept or connection. Create an introduction to Geogebra and provide the directions to the activity and an example of how the students will explain the results of their investigation.
   - **Peer Instruction** – This lesson focuses on having student’s design, present, and review digital lessons. Students will work in groups to produce 3 to 5
minute **screencasts** on an appropriate topic (concept, procedure, problem, demonstration). On the DUP site should be instructions, link to the tools, an example and a rubric students will use for to review the student created screencasts.

- **Interactive/Simulation** - This lesson requires the use of a digital interaction strategy as the method of instruction or student engagement activity. **Simulation, games or interactives** are appropriate. There are many simulations and games found on the web (NCTM Tools, Illustrative Math). How the simulation or game will be conducted must be described and included on the DUP along with how participation will be evaluated.

- **Mathematical modeling** – As stated in the CaCCSS-M, “modeling links classroom mathematics and statistics to everyday life, work, and decision-making. Modeling is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions valuable for varying assumptions, exploring consequences, and comparing predictions with data.” In this lesson the teacher will present a real world problem or task that lends itself to the use of **graphing calculators** (physical or online). The problem should be introduced, along with instructions about how the students are to justify and explain their reasoning, on the DUP site.

All Lessons must include:

- California Common Core State Standards (Content and Practices)
- Objectives
- Lesson introduction (entry-level assessment, anticipatory set, accessing prior knowledge)
- Lesson Activities (what the teacher and students will be doing)
- Lesson closure (lesson summary/wrap-up)
- Lesson assessments (formative/summative assessments)
- Accommodations for English Learners and Students with Special Needs
- All lesson materials (presentations, instructions, assessments, surveys, media, student samples, support tools, etc.) saved as attachments and/or sub-pages to each lesson

3. **Social Media** - Some form of student social media use should be included in one or more of the lessons or throughout the unit.

4. **Digital Unit Plan Map** – the unit plan map will be a concept map (built using any mindmapping or concept mapping tool) that depicts the 5 lesson topics, goals and objectives for each lesson, assessment for each lesson, technology used, and the teacher and student activities. The purpose of the unit plan map is to provide a graphic of the key assignments and assessments of the unit.

5. **Digital Unit Plan Analysis and Showcase** – Students will systematically analyze their unit plans using a **Unit Plan Analysis Worksheet**. Students will determine if the goals and objectives of each lesson were met, verify that the content of the lesson was in
alignment with the instructional strategies utilized, and ascertain of the assessment measure was appropriate. The student will also identify areas of needed improvement.

Students will showcase their digital unit plan in a 10-minute video where they will highlight the most critical components of the unit plan.

6. Digital Unit Plan Peer Review – Students will analyze two (2) classmates’ unit plans using the Unit Plan Analysis Worksheet and provide constructive feedback.

**TECHNICAL REQUIREMENTS**

**Single Subject Credential Program Technology Competency Policy**

In prerequisite and credential courses in the Single Subject Credential Program, students will be expected to:

1. Meet California State Fullerton's level of computer competency for entering freshmen.
   All entering students are expected to be knowledgeable in the use of a personal computer (PC or Macintosh) prior to being admitted to the university. Entering students should have 1) the ability to use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives and on secondary storage devices such as floppy disks; 2) the ability to use a word-processing program that runs on a PC or Macintosh computer to create, edit, format, store, retrieve, and print documents; 3) the ability to use an electronic mail system to receive, create, edit, print, save, and send an e-mail message with and without an attached file; and 4) the ability to use an Internet browser to search the World Wide Web.

2. Have ongoing reliable access to a computer with Internet connectivity for regular course assignments;

3. Utilize Microsoft® Office 2013 (for P.C.) or 2011 (for Mac) including Word, PowerPoint, and Excel to learn content and communicate with colleagues and faculty; have the ability to regularly print assignments;

4. Maintain and access three times weekly a student email account;

5. Use Internet search and retrieval skills to complete assignments;

6. Upgrade his/her skills in educational technology throughout the program;

7. Apply his/her educational technology skills to complete expected competencies;

8. Utilize other software applications as course requirements dictate;

9. Utilize TITANium to access course materials and complete assignments; and

10. Create lessons that require K-12 student use of educational technologies to improve achievement.

**UNIVERSITY INFORMATION**

**Withdrawal Policy (excerpted from UPS 300.016)**

Students may withdraw from the course up to the university withdrawal date as set by the office of Admissions and Records. The authorization for a student to withdraw from a course
after this date and prior to the last twenty percent of instruction in a term shall be granted for only the most serious and compelling reasons. A serious and compelling reason is defined as a physical, medical, emotional or other condition which has the effect of limiting the student's full participation in the class and which is clearly beyond the student's control. The student must provide credible documentation for such reasons. Poor academic performance is not evidence of a serious and compelling reason for withdrawal.

The UPS policy regarding withdrawal can be found on the Academic Senate webpage.

Titanium – Technical Difficulties
As a registered student you are enrolled in Titanium. You may access Titanium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact 657-278-5619. If you still need more help, contact 657-278-7777. Check Titanium weekly, the night before class, for any pertinent or last minute, updated information.

In case of technical difficulties with TITANium, the instructor will communicate with students directly through CSUF email, and assignments can be sent through email, faxed or mailed to the Department of Secondary Education. In the case email doesn’t work, students should call the department coordinator at 657-278-7769 for further direction.

Students with Special Needs
Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disability Support Services (DSS) Office in order to be accommodated in their courses.

Academic Dishonesty Policy
Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021 found at the UPS section of the Academic Senate website.

CSUF Writing Center
The Writing Center offers all registered CSUF students the opportunity to receive writing assistance. In half hour long tutorials, the students who come to the Writing Center will work with a tutor to create and/or improve specific assignments and, more importantly, to improve their overall writing skills. Students can expect to engage in conversation about their assigned topics, the point or thesis of their writing, ways to organize and develop
ideas, or how to improve sentence structure and mechanics so as to convey the intended meaning of the essay. The Writing Center is located in MH 45, the basement of McCarthy Hall, on the campus of California State University, Fullerton; 657-278-3650. More information can be found on the CSUF Writing Center webpage.

**University Learning Center**
The goal of the University Learning Center is to provide all CSUF students with academic support in an inviting and contemporary environment. The staff of the University Learning Center is carefully selected and trained to assist students with their academic assignments, general study skills, and computer user needs. The ULC is located in the Pollack Library North, 2nd Floor. The services that the ULC provide to the CSUF students include an open computer lab, tutoring, workshops, online tutoring, and collaborative learning. The online tutoring option allows students to submit their paper for constructive feedback. More information can be found on the University Learning Center website.

**Two week plan for distant instruction should on-campus instruction be interrupted**
In case of instruction interruption, please check the course website for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Titanium groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444

**Emergency Contact**
In the event of emergency, contact the University Police at 657-278-3333. Additional information can be found at the CSUF Emergency Preparedness website.

**Library Support**
Pollak Library Assistance available for Online Students with online instruction guidelines are available on the CSUF library website.

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**COURSE ONLINE POLICIES**

**Course Requirements**
This course has many online components. Therefore students are required to:

1. abide by the single subject credential program technology competency policy outlined above;
2. have frequent and dependable internet access with a high speed modem;
3. utilize the latest version of a reliable web browser (preferably Internet Explorer, Mozilla Firefox or Safari);
4. utilize a computer that has anti-virus software installed;
5. utilize Microsoft® Office (word, powerpoint, excel);
6. type and electronically submit all assignments through TITANium; and be WEB savvy (know how to search, troubleshoot, bookmark, use web collaboration and social networking sites, etc.).
Netiquette
Each student is expected to conduct himself/herself in a professional manner during the class - taking full advantage of the learning opportunities available. This includes completing all online discussions and assignments, adhering to proper netiquette, and so on. Netiquette refers to a set of behaviors that are appropriate for online activity - especially with email and threaded discussions. The core rules of netiquette can be found at the Netiquette website. Please read through these netiquette rules to ensure that you are familiar with what will be expected online behavior for this course.

Authentication of Student Work
Authentication of student work is important in an online class. This is accomplished by requiring multiple measures of student performance, including discussion board postings, individual email conversations, and the multiple assignments you are required to complete. Because many assignments are aligned to your teaching, they allow you to create practical and unique resources for your use as a classroom teacher.

Discussion Posting Guidelines
Students will be expected to respond to writing prompts that show an in-depth understanding and reflection of the class readings, presentations, past experiences and personal work in the course. Students are expected to post responses to the prompt by the deadline indicated on the course calendar.

Synchronous/Asynchronous Instruction
All weekly online activities are asynchronous. There will be no synchronous online activities.

CALIFORNIA STATE COMMISSION ON TEACHER CREDENTIALING POLICIES & GUIDELINES

California Commission on Teacher Credentialing
The Single Subject Credential Program at California State University Fullerton is fully accredited by the California Commission on Teacher Credentialing (CTC) and the National Council for Accreditation of Teacher Education (NCATE). The College of Education and all associated programs passed the most recent accreditation with a 100% rating (Excellent job CSUF!).

The Single Subject Credential Program adheres to all the CTC requirements on teacher credentialing. Information on credential program requirements, accreditation and steps to earning a teaching credential in California can be accessed on the CTC website.

California Standards for the Teaching Profession
The Single Subject Credential Program promotes and incorporates the California Standards for the Teaching Profession (CSTP). The Standards are based on current research and expert advice pertaining to best teaching practice. The Standards are organized around six interrelated categories of teaching practice. The six standards are for:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
• Assessing Student Learning
• Developing as a Professional Educator

Together these six standards represent a developmental, holistic view of teaching and are intended to meet the needs of diverse teachers and students in California. Each standard is introduced in narrative which can be accessed on the CSTP website.

*Teaching Performance Expectation (TPE)*

Based on the *California Standards for the Teaching Profession*, the Teaching Performance Expectations (TPE) describe the set of knowledge, skills and abilities beginning teachers should have and be able to demonstrate. The complete text of the TPEs can be accessed on the TPE website. A helpful resource is available through Cal State Teach on the CalTPE website.

*Teaching Performance Assessment (TPA)*

Based on the *Teaching Performance Expectations*, the Teaching Performance Assessment (TPA) evaluates beginning teacher’s competencies in the six standard domains. EDSC 310 introduces the TPA and provides an overview of its implementation in the Single Subject Credential Program. A handbook regarding the TPA can be accessed on the TPA website.
**RUBRICS AND SCORING GUIDES**

**Online Discussion Guidelines and Scoring Guide**

**Posting**

The great advantage of online discussion is that it can happen almost anytime, anywhere; it can deepen your understanding of the course material, and it can help you forge stronger connections with your classmates. Your posts are required to be substantive, and advance or re-frame the discussion in some way. In other words, you must do more than say “I agree” or “I disagree,” and you must not merely restate what someone else says.

**Grading**

Your online discussions will count for a significant part of your overall grade. Discussions will have deadlines, and late posts will not be accepted. Your posts will be read and evaluated with special attention to several areas:

- Appropriate length
- Relevance to topic
- Evidence of thought/reflection (i.e. reactions have their time and place in online discussion, but do so extended thought and rumination)
- Evidence of critical-thinking (i.e. these discussion topics ought to elicit some analysis on your part: ask questions, and more questions; posit some explanations, hypotheses, original ideas. What do you think?)
- Collegiality — adherence to the norms of courtesy appropriate in academic (but informal) discussion
- Replies – student provided substantial replies to classmates when required

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**Discussion Forum Scoring Guide**

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<tr>
<th>Score</th>
<th>Example</th>
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<tr>
<td>5</td>
<td>I look at my learning experiences and identify areas of concrete knowledge and conceptual understanding. I express my understanding of new concepts by making at least three (3) references to information learned in readings/presentation/videos within the learning unit. I include personal reflection on how my new learning affects my practice as a teacher. I discuss past experiences/knowledge and comment on how they have shaped my learning.</td>
<td>I describe my understanding of new concepts by making at least two (2) references to information learned in readings/presentation/videos within the learning unit. I include personal reflection on how my new learning affects my practice as a teacher. I discuss past experiences/knowledge.</td>
<td>I describe my understanding of new concepts by making at least one (1) reference to information learned in readings/presentation/videos within the learning unit. I include personal reflection on how my new learning affects my practice as a teacher.</td>
<td>I do not make reference to the course material to describe what I learned or where I need to improve. I do not include personal reflection on how my new learning impacts my role as a teacher, or I only include a personal reflection to describe what I learned.</td>
</tr>
<tr>
<td>4</td>
<td></td>
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<td></td>
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<tr>
<td>3</td>
<td></td>
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<tr>
<td>2/1</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
**Visual Representation Mini-Lesson Assignment Rubric**

**Task:** For this assignment, students will prepare and implement a 20-minute lesson to teach our class about how a specific manipulative or visual model can be used to develop students’ understanding of an important mathematical concept, relationship, or procedure. Consideration should be given to the mathematical tasks in the lesson, the presentation skills, and the use of questioning techniques.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Qualities of Exemplary Work</th>
<th>Pts</th>
<th>Specific Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparation</strong></td>
<td>Provided two-page handout for each participant</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Make direct reference to CaCCSS-M content and practice standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Show correlation to textbook</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Include 2-4 relevant references</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Clear evidence throughout the lesson of advance planning (e.g., examples to be used; terms to be introduced; role of each instructor)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Effective use of time (20 minutes)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Math Content</strong></td>
<td>Relevant to teaching Foundational-Level Mathematics</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tasks required some higher level thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clear and understandable</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Made connections to prior learning and/or future mathematical topics</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pedagogy</strong></td>
<td>Engaged students – motivating</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Simple knowledge was presented in an organized manner</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Questions were more focusing than funneling</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrated active listening (e.g., paraphrasing)</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Closure focused participants on main idea(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Visual Model or Manipulative</strong></td>
<td>Correct use was modeled and taught</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Connection to mathematical concept, relationship, or procedure was strong</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use of PowerPoint enhanced understanding of the manipulative, model, or activity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clearly demonstrated how to bridge from visual model to abstract symbolic representation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Formative Feedback for Individuals

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation: /20</td>
<td></td>
</tr>
<tr>
<td>Overall score (including lesson plan and reflections): /40</td>
<td></td>
</tr>
</tbody>
</table>
### Lesson Plan Scoring Guide

<table>
<thead>
<tr>
<th>California Common Core State Standards Mathematics</th>
<th>5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>CaCCSS-M Content Standards identified are grade and subject appropriate and linked to lesson objectives. Specific Standards for Mathematical practice are identified and linked to the lesson objectives</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objectives</th>
<th>5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives are specific, concise, measurable, and observable.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson Introduction</th>
<th>5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson introduction is engaging; accesses appropriate prior knowledge and make a clear connection to new content.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson Activities (Method of Instruction)</th>
<th>5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method of instruction is clear, engaging and constructive. Delivery of content aligns with standards and targets the objective. The strategies are student-centered, innovative and effectual</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Engagement (Activities)</th>
<th>5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student activities are clear, engaging and constructive. Activities align with the standards and target the objective. Opportunities for critical-thinking and developing conceptual understanding are innovative and effectual.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson Closure</th>
<th>5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson closure provides an opportunity for students to reflect on the lesson and engage in critical-thinking</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment (Formative and/or Summative)</th>
<th>5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunities to check for understanding are abundant and productive. The summative assessment strongly aligns with the lesson objective</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accommodations for English Language Learners</th>
<th>5 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies for English Learners are effective and appropriate for the needs of the learner and use ELD Standards</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accommodations for Students with Special Needs</th>
<th>5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies for Students with Special Needs are effective and appropriate for the needs of the learner</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson Resources/Technology Integration</th>
<th>5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>The lesson resources are appropriate and helpful. Technology tools are well developed, engaging, and enhance the quality and content of the lesson.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Score</th>
<th>50 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
<td>TOTAL</td>
</tr>
</tbody>
</table>
### Concept Map of ELD Standards, Standards for Mathematical Practice, and Instructional Strategies Scoring Guide

<table>
<thead>
<tr>
<th>Evaluation Item</th>
<th>Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate Grade Level ELD Standards are included</td>
<td>/5</td>
<td></td>
</tr>
<tr>
<td>The Standards for Mathematical Practice are included</td>
<td>/5</td>
<td></td>
</tr>
<tr>
<td>Explicit relationships between the ELD Standards and the Standards for Mathematical Practice are shown</td>
<td>/5</td>
<td></td>
</tr>
<tr>
<td>Instructional Strategies are connected to ELD Standards</td>
<td>/5</td>
<td></td>
</tr>
<tr>
<td>Instructional Strategies are connected to Standards of Mathematical Practice</td>
<td>/5</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>/25</td>
<td></td>
</tr>
</tbody>
</table>
**Unit Plan Analysis Worksheet**

The specific format of the unit is left to the discretion of the student. All lesson plans should utilize the EDSC Lesson Plan Template. The unit must be professionally prepared and organized and contain the items described for each component in the assignment explanation and be available online.

<table>
<thead>
<tr>
<th>EVALUATION ITEM</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit must focus on mathematics content taught in grades/levels 5-Algebra 2 or Integrated Mathematics II and must be aligned with the CaCCSS-M</td>
<td>WILL NOT ACCEPT</td>
</tr>
<tr>
<td><strong>Digital Unit Plan Basics</strong></td>
<td>50</td>
</tr>
<tr>
<td>• California Common Core State Standards for Mathematics - Content (5)</td>
<td></td>
</tr>
<tr>
<td>• California Common Core State Standards for Mathematics - Standards for mathematical Practice (5)</td>
<td></td>
</tr>
<tr>
<td>• Lesson topics with goals and objectives (10)</td>
<td></td>
</tr>
<tr>
<td>• Assessment Plan which identifies the key measures of assessment throughout the unit (30)</td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Guided Lesson</strong></td>
<td>80</td>
</tr>
<tr>
<td>• Lesson Plan Scoring Guide (50)</td>
<td></td>
</tr>
<tr>
<td>• Digital Presentation (10)</td>
<td></td>
</tr>
<tr>
<td>• Questions/prompt (10)</td>
<td></td>
</tr>
<tr>
<td>• Digital student engagement activity with sample (10)</td>
<td></td>
</tr>
<tr>
<td><strong>Collaborative Inquiry Lesson</strong></td>
<td>80</td>
</tr>
<tr>
<td>• Lesson Plan Scoring Guide (50)</td>
<td></td>
</tr>
<tr>
<td>• Introduction to Geogebra (10)</td>
<td></td>
</tr>
<tr>
<td>• Student Investigation (10)</td>
<td></td>
</tr>
<tr>
<td>• Student Explanation (10)</td>
<td></td>
</tr>
<tr>
<td><strong>Peer Instruction Lesson</strong></td>
<td>80</td>
</tr>
<tr>
<td>• Lesson Plan Scoring Guide (50)</td>
<td></td>
</tr>
<tr>
<td>• Instructions and introduction to digital tools (10)</td>
<td></td>
</tr>
<tr>
<td>• Student creation and presentation (10)</td>
<td></td>
</tr>
<tr>
<td>• Student review rubric (10)</td>
<td></td>
</tr>
<tr>
<td><strong>Interactive/Simulation/Game Lesson</strong></td>
<td>80</td>
</tr>
<tr>
<td>• Lesson Plan Scoring Guide (50)</td>
<td></td>
</tr>
<tr>
<td>• Interactive, simulation, or game (10)</td>
<td></td>
</tr>
<tr>
<td>• Instructions (10)</td>
<td></td>
</tr>
<tr>
<td>• Participation evaluation (10)</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematical Modeling Lesson</strong></td>
<td>80</td>
</tr>
<tr>
<td>• Lesson Plan Scoring Guide (50)</td>
<td></td>
</tr>
<tr>
<td>• Problem or task (10)</td>
<td></td>
</tr>
</tbody>
</table>
- Instructions (10)
- Student explanations (10)

### Social Media incorporated

### Digital Unit Plan Map
- Five lesson topics (5)
- Lesson objectives (10)
- Teacher and student activities (10)
- Technology (5)
- Assignments (10)
- Assessments (10)

### Digital Unit Plan Analysis and Showcase

Students will systematically analyze their unit plans using the **Lesson Plan Scoring Guide** and the **Unit Plan Analysis Worksheet**. Students will determine if the goals and objectives of each lesson were met, verify that the content of the lesson was in alignment with the instructional strategies utilized, and ascertain if the assessment measure was appropriate. The student will also identify areas of needed improvement. (25)

Students will showcase their digital unit plan in a 15 minute video where they will highlight the most critical components of the unit plan. (25)

### Digital Unit Plan Peer Review

Students will analyze two (2) classmates unit plans using the **Unit Plan Analysis Worksheet** and provide constructive feedback (20 for each review)

| TOTAL | 600 |

**Score:**
- **Social Media incorporated:** 10
- **Unit Plan Map:** 50
- **Digital Unit Plan Analysis and Showcase:** 50
- **Digital Unit Plan Peer Review:** 40

---

Scores are for a total of 600 points. Each item is worth 10 points, except for the Social Media incorporated section, which is worth 10 points. The total score is 600 points.
**COURSE CALENDAR**

**Week 1, August 26**

*Lesson 1: Introduction to the Course*

- **POD #1: Border Problem**
- Mathematic Proficiency
- Analyze five strands and eight practices
- Discuss math autobiographies and concerns
- Review Syllabus
- **Technology – Collaborative concept mapping (Popplet)**

**Reading Assignments – please complete before class**

Syllabus – Posted in TITANium
CaCCSS-M (Read Introduction and Standards for Mathematic Practice, familiarize yourself with the rest)

**Assignments Due – please complete before class**

First Draft of Math Autobiography (Final Due August 31)

**Week 2, September 2**

*Lesson 2: Effective Mathematics Teaching and Learning*

- **POD #2: Numerical Thinking**
- Historical and global perspectives on Math Education
- Guiding Principles for School Mathematics
- Mathematics Teaching Practices
- Guiding Principals for Mathematics Programs in California
- **Technology – Social Media (Twitter)**

**Reading Assignments – please complete before class**

Principles to Actions, *Progress and Challenge* and *Effective Teaching and Learning* (pp. 1-12)
Van de Walle et al., Chapter 1 (pp. 1-12)
Introduction to the draft California Mathematics Framework
Ellis & Berry – Paradigm shifts - Posted in TITANium

**Assignments Due – please complete before class**

Response to Readings #1 – TITANium Discussion
Entry on class Popplet #1

**Week 3, September 9**

*Lesson 3: Mathematics Teaching Practice #1 - Establish Mathematics Goals to Focus Learning*

- **POD #3: Problem Solving**
• Trip to the Library to review resources
• Psychological perspectives on math learning
• Lesson Planning Overview
• Lesson Objectives
• Review Digital Unit Plan Assignments
• Work on Digital Unit Plan Basics
• Technology – Website design (Weebly)

**Reading Assignments – please complete before class**

Principles to Action, *Establish Mathematics Goals to Focus Learning* (pp. 12-16)
Stigler & Hiebert, *Improving Mathematics Teaching* – Posted in TITANium
Lee, *Writing Learning Objectives* – Posted in TITANium
Oasis, *Writing Learning Objectives* – Posted in TITANium

**Assignments Due – please complete before class**

Response to Readings #2 – TITANium Discussion
Entry on class Popplet #2

**Week 4, September 16**

**Lesson 4: Mathematics Teaching Practice #2 – Implement Tasks that Promote Reasoning and Problem Solving**

- **POD: Proportional Reasoning**
- Task choice
- Task sorting activity
- Engagement
- Lesson planning process
- Lesson Openings (Anticipatory set)/closing
- Digital
- Review VRM assignment
- **Technology - Collaborative writing/sharing (Google Drive)**

**Reading Assignments – please complete before class**

Principles to Actions, *Implement Tasks that Promote Reasoning and Problem Solving* (pp. 17 – 24)
Van de Walle et al., Chapter 2 (pp. 13-28)
Stein, *Implementing Standards-Based Instruction* – Posted on TITANium

**Assignments Due – please complete before class**

Response to Readings #3 – TITANium Discussion
Entry on class Popplet #3
Week 5, September 23

Lesson 5: Mathematics Teaching Practice #3 – Use and Connect Mathematical Representations

- **POD: Operations with Integers**
- Visual and concrete models in learning mathematics
- Peer review of Digital Unit Basics
- **Technology – Virtual Manipulatives**

Reading Assignments – please complete before class
Principles to Actions, *Use and Connect Mathematical Representations* (pp. 24 - 29)
Ball, *Manipulatives and Reform in Mathematics* – Posted on TITANium
*Concrete Representational Abstract Approach* – Posted on TITANium

Assignments Due – please complete before class
Response to Readings #4 – TITANium Discussion
Entry on class Popplet #4
Enter VRM topic, date, and review partner in Google doc
Digital Unit Plan Basics

Week 6, September 30

Lesson 6: Mathematics Teaching Practice #4 – Facilitate Meaningful Math Discourse

- **POD: Fractional Concepts**
- **VRM #1 – Integer subtraction and multiplication**
- Vocabulary and language development in math
- ELD Standards
- Start Conceptual map for ELD Standards, Math Practices, and Instructional Strategies assignment
- Differentiating instruction
- Discuss Teacher Guided Lesson
- **Technology – polling/surveying (Socrative)**

Reading Assignments – please complete before class
Principles to Actions, *Facilitate Meaningful Math Discourse* (pp. 29 - 35)
Van de Wall et al., Chapters 4 and 5

Assignments Due – please complete before class
Response to Readings #5 – TITANium Discussion
Entry on class Popplet #5
Digital Unit Plan Map – First Draft
Lesson 7: Mathematics Teaching Practice #5 – Pose Purposeful Questions

- **POD:** Decimal Concepts
- **VRM #2:** Equivalent Fractions, Adding Fractions
- Questioning Strategies
- Leading Class Discussions
- Grouping students
- Peer review of Teacher Guided Lessons
- Discuss Collaborative Inquiry Lesson
- **Technology – Backchannels (TodaysMeet)**

Reading Assignments – please complete before class
Principles to Actions, *Pose Purposeful Questions* (pp. 35 - 41)
Eisenmann & Breyfogle, *Questioning Our Patterns of Questioning* – On TITANium
Stein – *5 Practices for Orchestrating Discussions* – On TITANium

Assignments Due
Response to Readings #6 – TITANium Discussion
Entry on class Popplet #6
Concept Map for ELD Standards, Math Practices and Instructional Strategies
Teacher Guided Lesson

Week 8, October 14 (TPA #1 Due)

Lesson 8: Mathematics Teaching Practice #6 – Build Procedural Fluency from Conceptual Understanding

- **POD:** Rational Number Operations
- **VRM #3:** Multiplying Fractions
- Interactives, simulations and games
- Discuss Interactive/Simulation, Lesson
- Peer review of Collaborative Inquiry Lesson
- **Technology – Math Interactives (NCTM)**

Reading Assignments – please complete before class
Principles to Actions, *Build Procedural Fluency from Conceptual Understanding* (pp. 42-48)
Watch *Conrad Wolfram: Teaching kids real math with computers* (20 minutes) –
Link posted on TITANium

Assignments Due – please complete before class
Responses to Readings #7– TITANium Discussion
Entry on class Popplet #7
Collaborative Inquiry Lesson
Week 9, October 21

Lesson 9: Mathematics Teaching Practice #7 – Support Productive Struggle in Learning Mathematics

- POD: Measurement Concepts
- VRM #4 – Area and Perimeter
- Encouraging persistence
- Geogebra Activity
- Technology - Geogebra

Reading Assignments – please complete before class
Principles to Actions, Support Productive Struggle in Learning Mathematics (pp. 48-52)
Please download Geogebra to your laptop

Assignments Due – please complete before class
Responses to Readings #8– TITANium Discussion
Entry on class Popplet #8

Lesson Week 10, October 28

Lesson 10: Mathematics Teaching Practice #8 – Elicit and Use Evidence of Student Thinking (Assessment)

- POD: Probability
- Smarter Balance Assessments
- MARS
- Discuss Peer Instruction Lesson
- Peer review of Interactive/Simulation
- Technology - Screencasting

Reading Assignments – please complete before class
Principles to Actions, Elicit and Use Evidence of Student Thinking and Assessment (pp. 53-57 and pp. 89-98)
Van de Walle et al., Chapter 3 and Chapter 16

Assignments Due – please complete before class
Response to Readings #9– TITANium Discussion
Entry on class Popplet #9
Interactive/Simulation Lesson

Week 11, November 4

Lesson 11: Mathematical Modeling

- POD: Working with Data
- VRM #5 – Solving Linear Equations
• VRM #6 - Slope
• What is and is not Math Modeling
• Discuss Math Modeling Lesson
• Peer review Peer Instruction Lesson
• Technology – Online Graphing Calculators

Reading Assignments – please complete before class
California Mathematical Framework, Appendix D: Mathematical Modeling link on TITANium
Van de Walle et al., Chapter 15

Assignments Due – please complete before class
Responses to Readings #10– TITANium Discussion
Entry on class Popplet #10
Peer Instruction Lesson

Week 12, November 11/ Veteran’s Day, Campus closed, Class is online

Lesson 12: Access and Equity (online)
• Peer Review of Modeling Lesson (online)
• Access and Equity Screencast/Activity (online)
• Intervention with a Student
• Technology – Online Collaboration (VoiceThread)

Reading Assignments – please complete before class
California Mathematics Framework, Universal Access and Appendix C: Possible Adaptations for Students with Learning Difficulties in Mathematics
Van De Walle, Chapter 6

Assignments Due – please complete before Tuesday, November 11
Responses to Readings #11 - TITANium Discussion
Math Modeling Lesson

Week 13, November 18

Lesson 13: Math Interventions
• POD: Analyzing Patterns
• VRM #7 – Combining Polynomials
• VRM #8 – Multiplying and Factoring Polynomials
• Peer review of Student Interventions
• Group discussions of Peer Reviews of Digital Unit Plans
• Work on Digital Unit Plans
• Technology – Computational Knowledge Engine (Wolfram Alpha)

Reading Assignments – please complete before class
Allsopp & Hoppey, Criticle Questions about Mathematics RTI – Posted on TITANium
Assignments Due – please complete before class

Responses to Readings #12 - TITANium Discussion
Peer Digital Unit Plan Reviews
Intervention with a Student

November 24 – 29 Fall Recess

No classes, have fun!

Week 14, December 2

Lesson 14: Professionalism

- POD: Geometric Thinking
- Review of Class Collaborative Popplet
- Presenting Digital Unit Plan Analyses
- Work on DPU Showcase
- Technology – Personal Learning Networks

Reading Assignments – please complete before class

Van de Walle, Chapter 7
Watch/Read Connected Learning Prezi – Link posted on TITANium

Assignments Due – please complete before class

Response to Readings #13
Digital Unit Plan Map – Final
DUP Analysis

Week 15, December 9

Lesson 15: Wrap-Up

- Pot Luck
- Student Evaluations
- Share Digital Unit Plan Showcases
- Technology – Video Channels (YouTube)

Reading Assignments

None

Assignments Due – please complete before class

Digital Unit Plan Showcase
Foundational Level Mathematics

Directions: The lesson plan functions as a guide map to your instruction. Identify the estimated time frames for each activity in the Lesson Introduction, Body, and Closure sections. This will help you with pacing and delivery of the lesson. Attach the structure of notes, if you will lecture; the directions for any activities; and details about the examples you will use, if appropriate. Attach any handouts that will be used. When planning, deliberately choose several strategies/scaffolds that will help to guide your students through your lesson. After considering the needs of the majority of your students, remember to consider the specific needs of striving readers, English learners, students with learning needs, and advanced students. The Resource Guide is designed to support you with this important task.

<table>
<thead>
<tr>
<th>NAME(S)</th>
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<table>
<thead>
<tr>
<th>SUBJECT</th>
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<table>
<thead>
<tr>
<th>GRADE AND CLASS DESCRIPTION</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>UNIT DESCRIPTION, ONLY REQUIRED IF THIS LESSON IS PART OF A LARGER UNIT (ONE SENTENCE)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>LESSON TITLE</th>
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</table>

<table>
<thead>
<tr>
<th>INSTRUCTIONAL RESOURCES/TECHNOLOGY INTEGRATION</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>LESSON SUMMARY (ONE PARAGRAPH)</th>
</tr>
</thead>
</table>
If you were asked to describe your lesson to a principal, a substitute teacher, or parent/guardian, what information would you provide? The sentence frames below may help get you started.

The purpose of this lesson is to....
You will see students engaged in....

The teacher will ....

The evidence that students demonstrate mastery of the content or perform the skills will include....

**ASSESSMENT STRATEGIES (INDICATE EL (ENTRY-LEVEL), PM (PROGRESS-MONITORING) OR S (SUMMATIVE))**

<table>
<thead>
<tr>
<th>Type (Title/ and Form)</th>
<th>Purpose How does this assessment benefit instruction, the teacher, or students?</th>
<th>Implementation a short specific description of how you will administer the assessment. Individual or group? In-class or out?</th>
<th>Feedback Strategy (for students) How will students be informed of results, correct answers?</th>
<th>How Will the assessment Inform your teaching How will teacher make decisions about re-teaching?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal or informal?</td>
<td></td>
<td></td>
<td></td>
<td>If all students do poorly on the entire assessment, the teacher may...</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>If all students do particularly well on an assessment, the teacher may...</td>
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<tr>
<td></td>
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<td></td>
<td>If the results are mixed, the teacher may...</td>
</tr>
</tbody>
</table>
### LESSON INTRODUCTION/ANTICIPATORY SET

how will you introduce students to the lesson, capture their interest, and hold their attention?

describe what the TEACHER(s) and students will be doing.

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher(s):</th>
<th>Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Description:</td>
<td>Description:</td>
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</tbody>
</table>
**BODY OF LESSON**

how will you teach, support, manage, and monitor student learning?
describe what TEACHER (s) and students will be doing.

<table>
<thead>
<tr>
<th>Time:</th>
<th><strong>Teacher(s):</strong></th>
<th><strong>Students:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Description:</td>
<td>Description:</td>
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</tbody>
</table>

**LESSON CLOSURE**

how will you help students process and organize what was learned? describe what the TEACHER (s) and students will be doing.

<table>
<thead>
<tr>
<th>Time:</th>
<th><strong>TEACHER(s):</strong></th>
<th><strong>Students:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Description:</td>
<td>Description:</td>
</tr>
</tbody>
</table>
CO-TEACHING STRATEGIES PLANNED (CHECK ALL THAT APPLY)

☐ One Teach, One Assist
☐ Differentiated Teaching
☐ Supplemental Teaching
☐ Station Teaching
☐ Team Teaching
☐ Parallel Teaching
☐ One Teach, One Observe
☐ Not Applicable

ADAPTATION OF LESSON PLAN (INSTRUCTION AND ASSESSMENT)

How will you support students with learning needs?

provide a description of all major adaptations that are included in the lesson.

☐ English Learners
☐ Striving Readers
☐ Students with Identified Special Needs
☐ Advanced Students

RATIONALE SECTION:

Provide an explanation for why you chose your instructional strategies, student activities, assessments, and adaptations.

ATTACH SUPPORT MATERIALS
Department of Secondary Education
EDSC 442S – Teaching Social Science in Secondary School
Fall 2014

Location: WEB in TITANium
Day and Time: 100% Online – No On Campus Meetings
Instructor: Dr. Kristen Shand
Office: CP 600-8
E-mail: kshand@fullerton.edu
Phone: (657) 278-2974
Office hours: Monday 10:00 a.m. – 12:00 p.m.; Tuesday 2:00 p.m. – 3:00 p.m. All office hours will be held in CP 600-8 unless otherwise noted.
Technical support: (657) 278-7777

Table 1: Education Unit Conceptual Framework

<table>
<thead>
<tr>
<th>EDUCATION UNIT CONCEPTUAL FRAMEWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mission</strong></td>
</tr>
<tr>
<td>The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.</td>
</tr>
</tbody>
</table>

**Program Outcomes and Indicators**
After successful completion of a program of study, our credential recipients and program graduates are:

1. **Knowledgeable and Competent Specialists who**
   a) demonstrate a strong foundation of knowledge
   b) implement effective practice
   c) use current technologies for teaching and learning

2. **Reflective and Responsive Practitioners who**
   a) advance just, equitable, and inclusive education
   b) make informed decisions
   c) participate in collaborative endeavors
   d) think critically and creatively

3. **Committed and Caring Professionals who**
   a) demonstrate leadership potential
   b) maintain professional and ethical standards
   c) engage in continuous improvement
COLLEGE OF EDUCATION CORE VALUES

We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found at the faculty documents section of the COE website.

DEPARTMENT OF SECONDARY EDUCATION MISSION

The Mission of the Department of Secondary Education is to develop quality secondary school teachers. We are committed to providing a program that reflects the complex contexts of the secondary classroom and models a professional community where learning is interactive and dynamic. Our philosophy is to prepare educational leaders through a course of study which bases practice upon knowledge of current research in curriculum and instruction. We develop students as life-long learners, reflective practitioners, and change agents who positively influence decision-making in schools and communities to improve the education of adolescents.

RESPONSE TIME

Please email me directly with any questions about the course. You can expect a response within 48 hours (except weekends).

COURSE COMMUNICATION

All course announcements and personal email are sent through TITANium which only uses CSUF email accounts. Therefore, you MUST check your CSUF email on a regular basis (several times a week) for the duration of the course.

COURSE DESCRIPTION

EDSC 442S Teaching Social Science in the Secondary School (3): Prerequisite: admission to Single Subject Social Science Credential Program. Concurrent enrollment in EDSC 449E. Strategies and techniques for teaching a specified subject in the secondary school. A “B” or better is required to pass the course. May be repeated once for credit.

This course fulfills course requirements for the Single Subject Credential Program only. This course cannot be taken for graduate credit.
COURSE QUESTION

The goal of social studies education is to help students construct the necessary knowledge and skills to be active members of a pluralistic democracy. With this goal in mind, the course question is “What shall we teach, and how shall we teach it?”

STUDENT LEARNING GOALS AND OBJECTIVES

The overall goal of Teaching Social Science in the Secondary School is to prepare future teachers to understand the purpose and practice of teaching social studies in public schools. Through readings, presentations, discussions, videos and student engagement activities students will reflect on various topics/issues as they gain a comprehensive view of present day social studies education. This class is designed to provide students with the necessary learning theories, resources, and methods to use social studies content in ways that promote diversity, student engagement, and active learning. Major emphasis will be placed on practical aspects of classroom instruction, such as synthesizing content into units and individual lessons, working with state and national standards, and using a wide variety of strategies to relay content.

During the course the students will:

1. explore various teaching strategies and educational processes within secondary history classrooms
2. become familiar with social studies content and common core literacy standards for history/social-science
3. examine pedagogical practices of effective teaching, including comprehensive unit and lesson design
4. consider varied instructional and student engagement strategies to teaching geography, history, civics and economics in secondary schools
5. explore myriad primary source archives, databases and analysis tools, and investigate ways to use primary sources to engage students in “doing” history
6. develop common core literacy strategies for gathering, analyzing and utilizing evidence from informational text
7. develop and implement appropriate assessment strategies
8. identify and develop strategies to effectively teach English Learners, Struggling Readers and Students with Special Needs, and provide accommodations according to their needs

REQUIRED TEXTS

3. Additional readings will be posted in TITANium

OTHER REQUIRED MATERIALS

1. You will need a microphone for the online activities in this course. Check to see if your computer has an internal microphone. If it does not, you will need to purchase an external microphone.

SOFTWARE FOR STUDENTS
Did you know you can get FREE and low-cost software for being an active CSUF students? Software can be requested from the [CSUF Information Technology website](#).

**ATTENDANCE**

Student presence in the online course is mandatory. Student presence will be demonstrated through timely completion of discussion forum posts and online activities. Students who do not complete class discussion posts or online activities during the weeks they are assigned will be considered absent for that week and will receive no credit for the incomplete posts/activities.

**GRADING POLICY AND GRADING STANDARDS FOR THE COURSE**

This course is letter grade only, A, B, C, D, F. +/- grading will not be used.

*A grade of “B” or better is required to progress into second semester student teaching.*

There are 650 possible points. The grade breakdown is as follows:

- 540-600 = A
- 480-539 = B
- 420-479 = C
- 360-419 = D
- 359 and below = F

**ASSIGNMENTS**

1. History-Social Science Framework, Content Standards and Common Core Standards Mindmap (25 points)
2. How Students Learn History Webquest (20 points)
3. Digital Unit Plan (425 points)
   a. Digital Unit Plan Basics (25 points)
   b. Lesson Plan - Lecture (50 points)
   c. Lesson Plan - Reading (50 points)
   d. Lesson Plan - Discussion (50 points)
   e. Lesson Plan - Inquiry (50 points)
   f. Lesson Plan – Simulation (50 points)
   g. Lesson Plan - Interactive (50 points)
   h. Primary Source Toolbox (25 points)
   i. Digital Unit Plan Culminating Project (50 points)
   j. Digital Unit Plan Map (25 points)
   k. Digital Unit Plan Analysis (10 points)
   l. Digital Unit Plan Showcase (10 points)
   m. Digital Unit Plan Peer Review (20 points)
4. Class Discussions and Activities (70 points)
5. Quizzes (70 points)

**LATE ASSIGNMENTS**

*Late Work Policy*: Grades for late assignments and required forms will be reduced 10% each day after the assignment due date (up to 50%) unless approval for late work is given in advance. Late assignments and forms will be accepted up to one week after the original due date. Discussion posts will not be accepted late.
ASSIGNMENT DEScriptions

History/Social Science Framework, Content and Common Core Standards

Synthesis

Students will demonstrate a basic understanding of the 3 major documents that shape the History/Social Science curriculum in California public schools (CA H/SS Framework, Content Standards, and Common Core State Standards). After students have studied these documents, they will exhibit how they are interrelated by constructing a mindmap that synthesizes the important tenets of these documents. See Scoring Guide below for details of assignment requirements.

How Students Learn History Webquest

Students will investigate the disciplinary knowledge of history that shapes the way history is structured, conceptualized and organized. Students will learn about the second-order concepts of time, accounts, cause, evidence, themes and empathy, and will engage in a webquest that demonstrates these concepts.

Digital Unit Plan Guidelines

You are charged with the task of developing a comprehensive unit plan on a topic of your choice. The unit must be constructed in Weebly and include:

1. **Unit Lessons** – the unit must contain a minimum of **six (6) lessons**, each demonstrating a different type of content delivery method and student engagement activity. All Lessons must include: California content standards/Common Core Standards, Goals and objectives, Lesson introduction (anticipatory set, accessing prior knowledge, etc.), Content Delivery (method of instruction), Student Engagement (student activities), Lesson conclusion (lesson summary/wrap-up), Lesson assessment (formative/summative assessment), Accommodations for English Learners and Students with Special Needs. All lesson materials (presentations, readings, assessments, surveys, primary sources, photos, music, art, student samples, support tools, etc.) must be saved as attachments and/or sub-pages to each lesson. The required lessons are as follows:

   - **Lecture** – This lesson requires a lecture as the method of instruction. A digital presentation (prezi, powerpoint, etc.) must accompany the lecture and needs to be embedded in the Digital Unit Plan (DUP) Site. The presentation must contain a **minimum of 10 slides** (more if appropriate) and requires images, charts, graphs, or videos on most slides. The presentation must contain **critical-thinking questions (minimum of 3)** at different levels of Bloom’s Taxonomy or Costa’s Levels of Inquiry. The content of the presentation must be clear, engaging, cover appropriate historical content, and be free of spelling and grammatical errors. This lesson requires a student engagement activity to accompany the lecture. **Guided Notes** are required and must be uploaded to the DUP. The guided notes must involve activities/questions that target different levels of inquiry (Bloom’s or...
Costa’s) and provide opportunities for critical-thinking. The guided notes must include images, graphs or charts as appropriate, and should be visually appealing.

- **Reading** – This lesson requires a reading assignment as the method of instruction. A model or strategy for how the reading activity will be structured must be described and included in the DUP, and must be supportive of common core state standards for reading and writing. This lesson requires a student engagement activity that has students organize the information in the reading assignment. Foldables, graphic organizers, timelines, mindmaps or other organizational tools are strongly recommended. A description must be written in the lesson plan, and a sample of the student engagement activity must be embedded in the DUP.

- **Inquiry** – This lesson requires inquiry as the method of instruction. Describe how the teacher will introduce and utilize primary sources to teach about new topics or inquire about the past. If background information is needed, describe how the teacher will deliver this content (presentation, reading, timeline, etc.). This lesson requires analysis of primary sources (minimum of 3). Describe how students will analyze and interact with the primary sources.

- **Discussion** – This lesson focuses on discussion and deliberation of historical, controversial issues. The lesson must include a detailed description of how the teacher will introduce the topic, roles and procedures of the discussion, and teach the necessary background knowledge students need before the discussion activity begins. This lesson requires a student engagement activity that has students discuss a complex topic. Describe the discussion format and indicate how students will respond to discussion questions. Provide a detailed description of student activities before and during the discussion. Include a list of potential discussion questions in the lesson plan. Also include any printed student guidelines and rules for the discussion or activity if needed.

- **Simulation** – This lesson requires the use of a simulation strategy as the method of instruction or student engagement. Simulations, role-play or games are appropriate. If a simulation or game is used, it can either be classroom-based or web-based. There are many simulations and games found on the web. How the simulation or game will be conducted must be described in detail in the DUP.
• **Timelines & Maps** – This lesson requires use of strategies using **timelines and maps**. The lesson must include a detailed description of how students will create a timeline of historical events using a web-based timeline generator (such as Timetoast or Dipity) and how maps will be used in conjunction with the timeline to help students understand time and space in relation to historical events.

2. **Primary Source Toolbox** – the toolbox will be an annotated collection of primary source archives, databases, and analysis tools that students amass through digital means. Students will demonstrate two of the analysis tools and explain how these tools help students analyze and evaluate sources for the purpose of constructing an authentic narrative of history.

3. **Digital Unit Plan Culminating Project** – this project will follow the same format as a lesson plan but will require a student project that ties together components from all the DUP lessons and displays student understanding of the unit as a whole.

4. **Digital Unit Plan Map** – the unit plan map will be a mindmap (built using any mindmapping tool) that depicts the 5 lesson topics, goals and objectives for each lesson, assessment for each lesson and the teacher and student activities. The purpose of the unit plan map is to provide a graphic of the key assignments and assessments of the unit.

5. **Digital Unit Plan Analysis** – Students will systematically analyze the glows and grows of their unit plans using a **Unit Plan Analysis Worksheet**. Students will determine if the goals and objectives of each lesson were met, verify that the content of the lesson was in alignment with the instructional strategies utilized, and ascertain of the assessment measure was appropriate. The student will also identify areas of needed improvement.

6. **Digital Unit Plan and Showcase** –Students will showcase their digital unit plan in a 15 minute video where they will highlight the most critical components of the unit plan.

7. **Digital Unit Plan Peer Review** – Students will analyze two of their classmate's unit plans and provide constructive feedback.

*Class Discussions and Activities*

At the end of each lesson, students will be asked to reflect on what they have learned. Students are asked to respond to a discussion prompt or complete a structured activity, and are expected to show evidence of their learning through thoughtful responses that
exhibit knowledge of the required readings and activities, and demonstrate critical-thinking and reflection on the assigned topic. Discussion forums open at the beginning of the weekly lesson and close at the end of the lesson. Lessons open Monday at 10:00 a.m. and close the following Sunday at 10:00 p.m.

**Textbook Quizzes**

Students will be assigned periodic quizzes based on textbook readings. All quizzes will be taken in TITANium. Students are allowed one attempt on each quiz. Quizzes are not timed. Quizzes open at the beginning of the weekly lesson and close at the end of the lesson. Lessons open Monday at 10:00 a.m. and close the following Sunday at 10:00 p.m.

**TECHNICAL REQUIREMENTS**

**Single Subject Credential Program Technology Competency Policy**

In prerequisite and credential courses in the Single Subject Credential Program, students will be expected to:

1. Meet [California State Fullerton's level of computer competency for entering freshmen](#).
   
   All entering students are expected to be knowledgeable in the use of a personal computer (PC or Macintosh) prior to being admitted to the university. Entering students should have 1) the ability to use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives and on secondary storage devices such as floppy disks; 2) the ability to use a word-processing program that runs on a PC or Macintosh computer to create, edit, format, store, retrieve, and print documents; 3) the ability to use an electronic mail system to receive, create, edit, print, save, and send an e-mail message with and without an attached file; and 4) the ability to use an Internet browser to search the World Wide Web.

2. Have ongoing reliable access to a computer with Internet connectivity for regular course assignments;

3. Utilize Microsoft® Office 2013 (for P.C.) or 2011 (for Mac) including Word, PowerPoint, and Excel to learn content and communicate with colleagues and faculty; have the ability to regularly print assignments;

4. Maintain and access three times weekly a student email account;

5. Use Internet search and retrieval skills to complete assignments;

6. Upgrade his/her skills in educational technology throughout the program;

7. Apply his/her educational technology skills to complete expected competencies;

8. Utilize other software applications as course requirements dictate;

9. Utilize TITANium to access course materials and complete assignments; and

10. Create lessons that require K-12 student use of educational technologies to improve achievement.

**UNIVERSITY INFORMATION**

**Withdrawal Policy (excerpted from UPS 300.016)**

Students may withdraw from the course up to the university withdrawal date as set by the office of Admissions and Records. The authorization for a student to withdraw from a course after this date and prior to the last twenty percent of instruction in a term shall be granted for only the most serious and compelling reasons. *A serious and compelling reason*
is defined as a physical, medical, emotional or other condition which has the effect of limiting the student's full participation in the class and which is clearly beyond the student's control. The student must provide credible documentation for such reasons. Poor academic performance is not evidence of a serious and compelling reason for withdrawal. The UPS policy regarding withdrawal can be found on the Academic Senate webpage.

Titanium – Technical Difficulties
As a registered student you are enrolled in Titanium. You may access Titanium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact 657-278-5619. If you still need more help, contact 657-278-7777. Check Titanium weekly, the night before class, for any pertinent or last minute, updated information.

In case of technical difficulties with TITANium, the instructor will communicate with students directly through CSUF email, and assignments can be sent through email, faxed or mailed to the Department of Secondary Education. In the case email doesn’t work, students should call the department coordinator at 657-278-7769 for further direction.

Students with Special Needs
Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disability Support Services (DSS) Office in order to be accommodated in their courses.

Academic Dishonesty Policy
Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021 found at the UPS section of the Academic Senate website.

CSUF Writing Center
The Writing Center offers all registered CSUF students the opportunity to receive writing assistance. In half hour long tutorials, the students who come to the Writing Center will work with a tutor to create and/or improve specific assignments and, more importantly, to improve their overall writing skills. Students can expect to engage in conversation about their assigned topics, the point or thesis of their writing, ways to organize and develop ideas, or how to improve sentence structure and mechanics so as to convey the intended meaning of the essay. The Writing Center is located in MH 45, the basement of McCarthy.
University Learning Center
The goal of the University Learning Center is to provide all CSUF students with academic support in an inviting and contemporary environment. The staff of the University Learning Center is carefully selected and trained to assist students with their academic assignments, general study skills, and computer user needs. The ULC is located in the Pollack Library North, 2nd Floor. The services that the ULC provide to the CSUF students include an open computer lab, tutoring, workshops, online tutoring, and collaborative learning. The online tutoring option allows students to submit their paper for constructive feedback. More information can be found on the University Learning Center website.

Two week plan for distant instruction should on-campus instruction be interrupted
In case of instruction interruption, please check the course website for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Titanium groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444

Emergency Contact
In the event of emergency, contact the University Police at 657-278-3333. Additional information can be found at the CSUF Emergency Preparedness website.

Library Support
Pollak Library Assistance available for Online Students with online instruction guidelines are available on the CSUF library website.

ONLINE COURSE POLICIES
WEB Course Requirements
Students who enroll in a WEB course MUST:
1. abide by the single subject credential program technology competency policy outlined above;
2. have frequent and dependable internet access with a high speed modem;
3. utilize the latest version of a reliable web browser (preferably Internet Explorer, Mozilla Firefox or Safari);
4. utilize a computer that has anti-virus software installed;
5. utilize Microsoft® Office (word, powerpoint, excel);
6. type and electronically submit all assignments through TITANium; and be WEB savvy (know how to search, troubleshoot, bookmark, use web collaboration and social networking sites, etc.).

Netiquette
Each student is expected to conduct himself/herself in a professional manner during the class - taking full advantage of the learning opportunities available. This includes completing all online discussions and assignments, adhering to proper netiquette, and so on. Netiquette refers to a set of behaviors that are appropriate for online activity -
especially with email and threaded discussions. The core rules of netiquette can be found at the Netiquette website. Please read through these netiquette rules to ensure that you are familiar with what will be the expected online behavior for this course.

**Authentication of Student Work**
Authentication of student work is important in an online class. This is accomplished by requiring multiple measures of student performance submitted through a password protected system such as TITANium and CSUF email. This includes discussion board postings, individual email conversations, and digital assignments. Assignments that require development of a product using a web-based tool (i.e., Prezi, Mindmeister, Weebly), and are housed in the cloud, must be registered in your name, and your name must be posted on the product for the duration of the course. The presentation/product may be set to private view, but the course instructor must be given access through a private link.

**Discussion Posting Guidelines**
Students will be expected to respond to writing prompts that show an in-depth understanding and reflection of the class readings, presentations, past experiences and personal work in the course. Students are expected to post responses to the prompt by the deadline indicated on the course calendar.

**Synchronous/Asynchronous Instruction**
All course class session are asynchronous. There will be no synchronous class meetings. However, students must attend fieldwork and the school board meeting at the days/times scheduled by the district/school.

**CALIFORNIA STATE COMMISSION ON TEACHER CREDENTIALING POLICIES & GUIDELINES**

**California Commission on Teacher Credentialing**
The Single Subject Credential Program at California State University Fullerton is fully accredited by the California Commission on Teacher Credentialing (CTC) and the National Council for Accreditation of Teacher Education (NCATE). The College of Education and all associated programs passed the most recent accreditation with a 100% rating (Excellent job CSUF!).

The Single Subject Credential Program adheres to all the CTC requirements on teacher credentialing. Information on credential program requirements, accreditation and steps to earning a teaching credential in California can be accessed on the CTC website.

**California Standards for the Teaching Profession**
The Single Subject Credential Program promotes and incorporates the California Standards for the Teaching Profession (CSTP). The Standards are based on current research and expert advice pertaining to best teaching practice. The Standards are organized around six interrelated categories of teaching practice. The six standards are for:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
• Developing as a Professional Educator

Together these six standards represent a developmental, holistic view of teaching and are intended to meet the needs of diverse teachers and students in California. Each standard is introduced in narrative which can be accessed on the CSTP website.

Teaching Performance Expectation (TPE)

Based on the California Standards for the Teaching Profession, the Teaching Performance Expectations (TPE) describe the set of knowledge, skills and abilities beginning teachers should have and be able to demonstrate. The complete text of the TPEs can be accessed on the TPE website. A helpful resource is available through Cal State Teach on the CalTPE website.

Teaching Performance Assessment (TPA)

Based on the Teaching Performance Expectations, the Teaching Performance Assessment (TPA) evaluates beginning teacher’s competencies in the six standard domains. EDSC 310 introduces the TPA and provides an overview of its implementation in the Single Subject Credential Program. A handbook regarding the TPA can be accessed on the TPA website.
# SOCIAL STUDIES LESSON PLAN FORMAT

<table>
<thead>
<tr>
<th>Section</th>
<th>Time:</th>
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<tbody>
<tr>
<td><strong>Unit Title</strong></td>
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<tr>
<td><strong>Lesson Title</strong></td>
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<tr>
<td><strong>Goals, Objectives &amp; Historical Thinking</strong></td>
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<tr>
<td><strong>California State Content Standards</strong></td>
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<tr>
<td><strong>Common Core Literacy Standards</strong></td>
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<tr>
<td><strong>Driving Historical Question</strong></td>
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<tr>
<td><strong>Lesson Introduction</strong></td>
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<tr>
<td>(Anticipatory Set/Hook/Accessing Prior Knowledge)</td>
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<tr>
<td><strong>Vocabulary</strong></td>
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<tr>
<td>(Content Language Development)</td>
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<td><strong>Content Delivery</strong></td>
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<tr>
<td>(Method of Instruction)</td>
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<td><strong>Student Engagement</strong></td>
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<tr>
<td>(Critical Thinking &amp; Student Activities)</td>
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<tr>
<td><strong>Lesson Closure</strong></td>
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<tr>
<td><strong>Assessments</strong></td>
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<tr>
<td>(Formative &amp; Summative)</td>
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<tr>
<td><strong>Accommodations</strong></td>
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<tr>
<td>for English Learners, Striving Readers and Students with Special Needs</td>
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<tr>
<td><strong>Resources</strong></td>
<td></td>
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<tr>
<td>(Books, Websites, Handouts, Materials)</td>
<td></td>
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</tbody>
</table>
# LESSON PLAN SCORING GUIDE

<table>
<thead>
<tr>
<th>Name:</th>
<th>Lesson:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SOCIAL STUDIES CREDENTIAL PROGRAM</strong></td>
<td><strong>Lesson Plan Scoring Guide</strong></td>
</tr>
<tr>
<td><strong>Objectives and Content Standards</strong></td>
<td><strong>5 points</strong></td>
</tr>
<tr>
<td>Objectives are clear, well-defined, observable and measureable. Content standard is appropriate.</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson Introduction</strong></td>
<td><strong>5 points</strong></td>
</tr>
<tr>
<td>Lesson introduction is engaging, accesses appropriate prior knowledge and makes a clear connection to new content.</td>
<td></td>
</tr>
<tr>
<td><strong>Content Delivery (Method of Instruction)</strong></td>
<td><strong>10 points</strong></td>
</tr>
<tr>
<td>Method of instruction is clear, engaging and constructive. Delivery of content aligns with the content standard and targets the objective. The strategies are student-centered, innovative and effectual.</td>
<td></td>
</tr>
<tr>
<td><strong>Student Engagement (Activities/Critical-Thinking/Guided Practice)</strong></td>
<td><strong>10 points</strong></td>
</tr>
<tr>
<td>Student activities are clear, engaging and constructive. Activities align with the content standard and target the objective. Opportunities for critical-thinking are innovative and effectual.</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson Closure</strong></td>
<td><strong>5 points</strong></td>
</tr>
<tr>
<td>Lesson closure provides an opportunity for students to reflect on the lesson and engage in critical-thinking</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment (Formative and/or Summative)</strong></td>
<td><strong>5 points</strong></td>
</tr>
<tr>
<td>Opportunities to check for understanding are abundant and productive. The summative assessment strongly aligns with the lesson objective</td>
<td></td>
</tr>
<tr>
<td><strong>Accommodations for Students with Special Needs</strong></td>
<td><strong>5 points</strong></td>
</tr>
<tr>
<td>Strategies to help English Learners, Striving Readers and Students with Special Needs are effective and appropriate for the needs of the learner.</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson Resources/Technology Integration</strong></td>
<td><strong>5 points</strong></td>
</tr>
<tr>
<td>The lesson resources are appropriate and helpful. Technology tools are well-developed, engaging, and enhance the quality and content of the lesson.</td>
<td></td>
</tr>
<tr>
<td><strong>Total Score</strong></td>
<td><strong>50 points</strong></td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>
# FRAMEWORK AND STANDARDS MINDMAP SCORING GUIDE

## HISTORY-SOCIAL SCIENCE CURRICULUM MINDMAP SCORING GUIDE

### MINDMAP REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The MindMap is focused on one 7-12 grade level/topic in the California State History-Social Science Standards and is organized in an understandable and meaningful way.</td>
<td>3</td>
</tr>
<tr>
<td><strong>Goal of Knowledge and Cultural Understanding</strong></td>
<td></td>
</tr>
<tr>
<td>The MindMap contains three (3) appropriate <strong>CA Content Standards</strong> that support each curriculum strand.</td>
<td>10</td>
</tr>
<tr>
<td>Appropriate images are included for each curriculum strand.</td>
<td>2</td>
</tr>
<tr>
<td><strong>Goal of Democratic Understanding and Civic Values</strong></td>
<td></td>
</tr>
<tr>
<td>The MindMap contains three (3) <strong>CA Content Standards</strong> that support each strand. <em>If no standards are relevant, it is indicated.</em></td>
<td>4</td>
</tr>
<tr>
<td>Appropriate images are included for each curriculum strand.</td>
<td>1</td>
</tr>
<tr>
<td><strong>Goal of Skills Attainment and Social Participation</strong></td>
<td></td>
</tr>
<tr>
<td>The MindMap contains three (3) <strong>Common Core Standards</strong> that support each strand. Standards for <strong>both reading and writing</strong> must be included.</td>
<td>4</td>
</tr>
<tr>
<td>Appropriate images are included for each curriculum strand.</td>
<td>1</td>
</tr>
</tbody>
</table>

**TOTAL** 25
**Posting**

The great advantage of online discussion is that it can happen almost anytime, anywhere; it can deepen your understanding of the course material, and it can help you forge stronger connections with your classmates. Your posts are required to be substantive, and advance or re-frame the discussion in some way. In other words, you must do more than say “I agree” or “I disagree,” and you must not merely restate what someone else says.

**Grading**

Your online discussions will count for a significant part of your overall grade. Discussions will have deadlines, and late posts will not be accepted. Your posts will be read and evaluated with special attention to several areas:

- Appropriate length
- Relevance to topic
- Evidence of thought/reflection (i.e. reactions have their time and place in online discussion, but so do extended thought and rumination)
- Evidence of critical-thinking (i.e. these discussion topics ought to elicit some analysis on your part: ask questions, and more questions; posit some explanations, hypotheses, original ideas. What do you think?)
- Collegiality — adherence to the norms of courtesy appropriate in academic (but informal) discussion
- Replies – student provided substantial replies to classmates when required

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### Discussion Forum Scoring Guide

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2/1</th>
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</thead>
<tbody>
<tr>
<td>I look at my learning experiences and identify areas of concrete knowledge and conceptual understanding. I express my understanding of new concepts by making at least three (3) references to information learned in readings/presentation/videos within the learning unit. I include personal reflection on how my new learning affects my practice as a teacher. I discuss past experiences/knowledge. I identify areas in which I need to improve.</td>
<td>I describe my understanding of new concepts by making at least two (2) references to information learned in readings/presentation/videos within the learning unit. I include personal reflection on how my new learning affects my practice as a teacher.</td>
<td>I describe my understanding of new concepts by making at least one (1) reference to information learned in readings/presentation/videos within the learning unit. I include personal reflection on how my new learning affects my practice as a teacher.</td>
<td>I do not make reference to the course material to describe what I learned or where I need to improve. I do not include personal reflection on how my new learning impacts my role as a teacher, or I only include a personal reflection to describe what I learned.</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>Single Subject Credential Program, California State University Fullerton, 2013</td>
<td>337</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Module 1: The California Social Science Curriculum
Weeks 1 & 2, August 27-September 9  |  September 2 & 9, 10:00 p.m. PST

Introduction to the Course & the Social Science Curriculum
Students will become members of the class, familiarize themselves with the syllabus and course calendar, and will get to know their classmates. Students will analyze the major curriculum documents that guide the teaching of history/social-science in CA public schools, and will synthesize these documents into a comprehensive Mindmap.

Reading Assignments
CA History/Social-Science Framework
Larson & Keiper – chapter 1

Assignments Due – Tuesday, September 2
Introduction Activity – All About Me (5 points)

Assignments Due – Tuesday, September 9
H-SS framework and standards – Mindmap (25 points)
Discussion Forum – The Curriculum (5 points)
Module 1 Quiz (10 points)

Module 2: How Students Learn History
Weeks 3 & 4, September 10-23  |  Assignments due September 16 & 23, 10:00 p.m. PST

How Students Learn History
Students will examine how students learn, and more specifically, how they learn history. Students will investigate second-order concepts in learning history, and discuss how disciplinary knowledge of history impacts how students learn.

Reading Assignments
Larson & Keiper – chapter 4
How Students Learn: Introduction – Posted in TITANium
Putting Principles into Practice: Understanding History – Posted in TITANium

Assignments Due – Tuesday, September 16
Discussion Forum – How Students Learn (5 points)

Assignments Due – Tuesday, September 23
How Students Learn History - Webquest (20 points)
Discussion Forum – How Students Learn History (5 points)
Module 2 Quiz (10 points)
Module 3: Designing Social Studies Units and Lessons
Weeks 5 & 6, September 24-October 7  | Assignments due Sept. 30 & Oct. 7, 10:00 p.m. PST

Designing a Unit Plan and Lesson Plans
Students will create a basic plan for an instructional unit using the backward design model of planning. Students will also examine the basic components of designing an effective lesson, including content delivery, student engagement, and assessment strategies.

Reading Assignments
Larson & Keiper – chapters 2 & 3

Assignments Due – Tuesday, September 30
Discussion Forum – Unit Plan Ideas (5 points)

Assignments Due – Tuesday, October 7
Digital Unit Plan – Basics (25 points)
Discussion Forum – Student Engagement Strategies (5 points)
Module 3 Quiz (10 points)

Module 4: Designing Lessons with Lectures and Reading Activities
Weeks 7 & 8, October 8-21  | Assignments due October 14 & 21, 10:00 p.m. PST

Lecture and Reading in the Social Studies Classroom
Students will explore the elements of an effective lecture and construct a comprehensive lesson using lecture as the content delivery model and guided notes as the student engagement activity. Students will also explore strategies for reading the textbook, and will create a lesson plan employing reading strategies for content delivery and organization strategies for student engagement.

Reading Assignments
Larson & Keiper – chapters 5 & 6

Assignments Due – Tuesday, October 14
Lecture Lesson Plan with Lecture Presentation & Guided Notes (50 points)
Discussion Forum – Lecture Lesson Reflection (5 points)

Assignments Due – Tuesday, October 21
Reading Lesson Plan with Graphic Organizer or Foldable (50 points)
Discussion Forum – Reading Lesson Reflection (5 points)

Module 4 Quiz (10 points)
Module 5: Designing Lessons with Primary Sources  
Weeks 9 & 10, October 22-November 4 | Assignments due Oct. 28 & Nov. 4, 10:00 p.m. PST

_Inquiry and Primary Sources in the Social Studies Classroom_  
Students will explore primary source archives and databases, interact with primary source analysis tools, develop a primary source toolbox, and create a lesson plan using multiple primary sources.

**Reading Assignments**  
Using Primary Sources in the Classroom – Posted in TITANium

**Assignments Due – Tuesday, October 28**  
Primary Source Toolbox (25 points)  
Discussion Forum – Engaging Students in Historical Thinking (5 points)

**Assignments Due – Tuesday, November 4**  
Inquiry Lesson Plan with Primary Sources and Analysis Tools (50 points)  
Discussion Forum – Primary Source Lesson Reflection (5 points)  
Module 5 Quiz (10 points)

Module 6: Designing Lessons with Simulations and Discussions  
Weeks 11 & 12, November 5-18 | Assignments due November 11 & 18, 10:00 p.m. PST

_Simulations, Games, and Discussions in the Social Studies Classroom_  
Students will explore strategies for implementing simulations, role play, and games in the classroom, and will create a lesson plan utilizing such strategies. Students will also identify and discuss various strategies for class discussions, and create a lesson plan using discussion as the content delivery method.

**Reading Assignments**  
Larson & Keiper – chapters 9 & 10

**Assignments Due – Tuesday, November 11**  
Simulations, Role-Play, and Games Lesson Plan (50 points)  
Discussion Forum – Simulation Lesson Reflection (5 points)

**Assignments Due – Tuesday, November 18**  
Discussion Lesson Plan (50 points)  
Discussion Forum – Discussion Lesson Reflection (5 points)  
Module 6 Quiz (10 points)
Module 7: Designing Lessons with Timelines, and a Culminating Project
Weeks 13 & 14, November 19-December 2  |  Assignments due Nov. 25 & Dec. 2, 10:00 p.m. PST

**Culminating Project**
Students will design a lesson using timelines and maps. Students will also explore principles of designing projects, and will create a culminating project for their unit that synthesizes the big ideas from the various lessons into a meaningful whole. Students will also create Unit Plan Map to evaluate the alignment of objectives, activities and assessments in their unit plan lessons.

**Reading Assignments**
Designing Projects – Posted in TITANium

**Assignments Due – Tuesday, November 25**
Timelines & Maps Lesson Plan (50 points)
Discussion Forum – Timelines & Maps Lesson Reflection (5 points)

**Assignments Due – Tuesday, December 2**
Culminating Project (50 points)
Digital Unit Plan Map (25 points)
Discussion Forum – Bringing it All Together (5 points)
Module 7 Quiz (10 points)

Module 8: Analyzing & Showcasing your Digital Unit Plan
Weeks 15 & 16, December 3-12  |  Assignments due December 9 & 12 (THIS IS A FRIDAY), 10:00 p.m. PST

**Analyzing and Showcasing the Digital Unit Plan**
Students will analyze and showcase their Digital Unit Plans, and analyze Digital Unit Plans of their peers and provide constructive feedback.

**Reading Assignments**
None

**Assignments Due – Tuesday, December 9**
Digital Unit Plan Analysis (25 points)
Digital Unit Plan Peer Review (25 points)

**Assignments Due – Friday, December 12**
DUP Showcase (25 points)
Location: WEB in TITANium
Day and Time: Asynchronous
Instructor: Dr. Kristen Shand
Office: CP 600-8
E-mail: kshand@fullerton.edu
Phone: (657) 278-2974
Office hours: Monday 10:00 a.m. – 12:00 p.m.; Tuesday 2:00 p.m. – 3:00 p.m.
Technical support: (657) 278-7777

Table 1: Education Unit Conceptual Framework

**EDUCATION UNIT CONCEPTUAL FRAMEWORK**

**Mission**
The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

**Program Outcomes and Indicators**
After successful completion of a program of study, our credential recipients and program graduates are:

1. **Knowledgeable and Competent Specialists who**
   a) demonstrate a strong foundation of knowledge
   b) implement effective practice
   c) use current technologies for teaching and learning

2. **Reflective and Responsive Practitioners who**
   a) advance just, equitable, and inclusive education
   b) make informed decisions
   c) participate in collaborative endeavors
   d) think critically and creatively

3. **Committed and Caring Professionals who**
   a) demonstrate leadership potential
   b) maintain professional and ethical standards
   c) engage in continuous improvement
COLLEGE OF EDUCATION CORE VALUES

We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found at the faculty documents section of the COE website.

DEPARTMENT OF SECONDARY EDUCATION MISSION

The Mission of the Department of Secondary Education is to develop quality secondary school teachers. We are committed to providing a program that reflects the complex contexts of the secondary classroom and models a professional community where learning is interactive and dynamic. Our philosophy is to prepare educational leaders through a course of study which bases practice upon knowledge of current research in curriculum and instruction. We develop students as life-long learners, reflective practitioners, and change agents who positively influence decision-making in schools and communities to improve the education of adolescents.

RESPONSE TIME

Please email me directly with any questions about the course. You can expect a response within 48 hours (except weekends).

COURSE COMMUNICATION

All course announcements and personal email are sent through TITANium which only uses CSUF email accounts. Therefore, you MUST check your CSUF email on a regular basis (several times a week) for the duration of the course.

COURSE DESCRIPTION

EDSC 449E First Semester Student Teaching (3): Prerequisite: admission to Single Subject Credential Program. Concurrent enrollment in EDSC 442. Eight-week practicum (120 hours, Monday - Friday) in co-teaching in secondary schools. Must be taken Credit/No Credit. A "B" (3.0) or better is required to earn a grade of credit.

This course involves co-teaching in public school secondary classrooms and is integrated with EDSC 440F, 440S, and 442. The teaching activities and requirements:
1. Preliminary planning begins early in the semester and culminates with the teacher candidate assuming an instructional role in the classroom during the last weeks of the extern semester.
2. The student teacher will co-teach 1-2 subjects in three class periods. Fieldwork continues to the end of the public school semester.

3. For lessons that the student teacher plans and implements independent of their Master Teacher, lesson plans in the CSUF format must be submitted to the subject area coordinator or 442 instructor for review prior to the lesson being taught in the classroom.

4. The university supervisor will make at least two formal classroom observations.

The student teacher will continue with the same master teacher(s) during the student teaching semester (second semester).

**STUDENT LEARNING GOALS AND RELATED OBJECTIVES**

Under the guidance of the master teacher, students will

1. develop interpersonal relationships with students, colleagues and administrators
2. explore myriad teaching experiences and observe educational processes within natural classroom settings
3. participate in planning for instruction, monitoring assessment, and managing classroom flow
4. gradually take on teaching responsibilities, from small group support to whole class instruction
5. learn about student needs and recommend appropriate accommodations
6. be observed twice by university supervisor with satisfactory evaluations
7. score minimum of 2.0 on university supervisor teaching performance expectations evaluation

**REQUIRED TEXTS**

There are no required textbooks for this course.

**ATTENDANCE**

Attendance in this course is mandatory. Students not present in their student teaching assignment on a regular basis (above 90% attendance) will receive a grade of no credit for the course and may be considered for program removal.

**GRADING POLICY AND GRADING STANDARDS FOR THE COURSE**

This course is Credit/No Credit only. A grade of “B” (3.0) or better is required for a grade of credit.

The grade breakdown is as follows:

80-100 = Credit
79 or Below = No Credit

**ASSIGNMENTS**

1. Assessment of Classroom Practice Report #1 (15 points)
2. Assessment of Classroom Practice Report #2 (15 points)
3. Attendance and Participation in Student Teaching (30 points)
4. TPE Supervisor Evaluation >/= 2.0 (40 points)

**CLASSROOM OBSERVATIONS**

*Observation Protocol*
The University Supervisor will observe the candidate twice during the extern semester. Each observation will be accompanied by pre and post conferences (may be electronic). A formal and complete lesson plan must be received electronically by the University Supervisor at least 24 hours in advance of the observation visit or the observation may be cancelled. A “satisfactory” observation is one in which both the lesson plan and classroom teacher performance reflect appropriate progress toward TPE proficiency. The supervisor will record the observation and supporting comments on the Assessment of Classroom Practice report. The candidate will receive a copy of the report within 3 days of the visit from the supervisor.

**TPE Proficiency Evaluation**
Each Master Teacher and the University Supervisor will evaluate the candidate on their progress toward proficiency in the Teaching Performance Expectations. These evaluations are submitted electronically and copies are automatically forwarded to the teacher candidate. The candidate must earn a minimum average score of 2.0 to advance to the student teaching semester.

**ONLINE EVALUATION SYSTEM**
Student teachers will be evaluated using the College of Education online evaluation system. The system can be accessed at: [http://coeapps.fullerton.edu/edscassess/](http://coeapps.fullerton.edu/edscassess/)

**TECHNICAL REQUIREMENTS**

*Single Subject Credential Program Technology Competency Policy*
In prerequisite and credential courses in the Single Subject Credential Program, students will be expected to:

1. Meet California State Fullerton’s level of computer competency for entering freshmen ([http://www.fullerton.edu/senate/PDF/300/UPS320-030.pdf/](http://www.fullerton.edu/senate/PDF/300/UPS320-030.pdf/)): All entering students are expected to be knowledgeable in the use of a personal computer (PC or Macintosh) prior to being admitted to the university. Entering students should have 1) the ability to use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives and on secondary storage devices such as floppy disks; 2) the ability to use a word-processing program that runs on a PC or Macintosh computer to create, edit, format, store, retrieve, and print documents; 3) the ability to use an electronic mail system to receive, create, edit, print, save, and send an e-mail message with and without an attached file; and 4) the ability to use an Internet browser to search the World Wide Web.

2. Have ongoing reliable access to a computer with Internet connectivity for regular course assignments;

3. Utilize Microsoft® Office 2013 (for P.C.) or 2011 (for Mac) including Word, PowerPoint, Publisher, and Excel to learn content and communicate with colleagues and faculty; have the ability to regularly print assignments;

4. Maintain and access three times weekly a student email account;

5. Use Internet search and retrieval skills to complete assignments;

6. Upgrade his/her skills in educational technology throughout the program;

7. Apply his/her educational technology skills to complete expected competencies;

8. Utilize other software applications as course requirements dictate;

9. Utilize TITANium to access course materials and complete assignments; and
create lessons that require K-12 student use of educational technologies to improve achievement.

UNIVERSITY INFORMATION

**Withdrawal Policy (excerpted from UPS 300.016)**
Students may withdraw from the course up to the university withdrawal date as set by the office of Admissions and Records. The authorization for a student to withdraw from a course after this date and prior to the last twenty percent of instruction in a term shall be granted for only the most serious and compelling reasons. A serious and compelling reason is defined as a physical, medical, emotional or other condition which has the effect of limiting the student’s full participation in the class and which is clearly beyond the student’s control. The student must provide credible documentation for such reasons. Poor academic performance is not evidence of a serious and compelling reason for withdrawal.
http://www.fullerton.edu/senate/PDF/300/UPS300-016.pdf

**Titanium**
As a registered student you are enrolled in Titanium. You may access Titanium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact (657) 278-5619. If you still need more help, contact (657) 278-7777. Check Titanium weekly, the night before class, for any pertinent or last minute, updated information.

**Students with Special Needs**
Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disability Support Services (DSS) Office in order to be accommodated in their courses.

**Academic Dishonesty Policy**
Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021 found at the UPS section of the Academic Senate website.

**CSUF Writing Center**
The Writing Center offers all registered CSUF students the opportunity to receive writing assistance. In half hour long tutorials, the students who come to the Writing Center will work with a tutor to create and/or improve specific assignments and, more importantly, to
improve their overall writing skills. Students can expect to engage in conversation about their assigned topics, the point or thesis of their writing, ways to organize and develop ideas, or how to improve sentence structure and mechanics so as to convey the intended meaning of the essay. The Writing Center is located in MH 45, the basement of McCarthy Hall, on the campus of California State University, Fullerton, (657) 278-3650. (http://hss.fullerton.edu/english/wc/)

University Learning Center
The goal of the University Learning Center is to provide all CSUF students with academic support in an inviting and contemporary environment. The staff of the University Learning Center is carefully selected and trained to assist students with their academic assignments, general study skills, and computer user needs. The ULC is located in the Pollack Library North, 2nd Floor. The services that the ULC provide to the CSUF students include an open computer lab, tutoring, workshops, online tutoring, and collaborative learning. The online tutoring option allows students to submit their paper for constructive feedback. (http://www.fullerton.edu/ulc/)

Two week plan for distant instruction should on-campus instruction be interrupted
In case of instruction interruption, please check the course website for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Titanium groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444

Emergency Contact
In the event of emergency, contact the University Police at (657) 278-3333. Additional information can be found at the CSUF Emergency Preparedness website.

Library Support
Pollak Library Assistance available for Online Students with online instruction guidelines are available on the CSUF library website.

CALIFORNIA STATE COMMISSION ON TEACHER CREDENTIALING POLICIES & GUIDELINES

California Commission on Teacher Credentialing
The Single Subject Credential Program at California State University Fullerton is fully accredited by the California Commission on Teacher Credentialing (CTC) and the National Council for Accreditation of Teacher Education (NCATE). The College of Education and all associated programs passed the most recent accreditation with a 100% rating (Excellent job CSUF!).

The Single Subject Credential Program adheres to all the CTC requirements on teacher credentialing. Information on credential program requirements, accreditation and steps to earning a teaching credential in California can be accessed at: http://www.ctc.ca.gov

California Standards for the Teaching Profession
The Single Subject Credential Program promotes and incorporates the *California Standards for the Teaching Profession* (CSTP). The *Standards* are based on current research and expert advice pertaining to best teaching practice. The *Standards* are organized around six interrelated categories of teaching practice. The six standards are for:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Together these six standards represent a developmental, holistic view of teaching and are intended to meet the needs of diverse teachers and students in California. Each standard is introduced in narrative which can be accessed at: [http://www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf](http://www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf)

**Teaching Performance Expectation (TPE)**

Based on the *California Standards for the Teaching Profession*, the Teaching Performance Expectations (TPE) describe the set of knowledge, skills and abilities beginning teachers should have and be able to demonstrate. The complete text of the TPEs can be accessed at: [http://www.ctc.ca.gov/educator-prep/TPA-files/TPEs-Full-Version.pdf](http://www.ctc.ca.gov/educator-prep/TPA-files/TPEs-Full-Version.pdf). A helpful resource is available at: [http://www.caltpe.com/index.php](http://www.caltpe.com/index.php)

**Teaching Performance Assessment (TPA)**

Based on the *Teaching Performance Expectations*, the Teaching Performance Assessment (TPA) evaluates beginning teacher's competencies in the six standard domains. EDSC 310 introduces the TPA and provides an overview of its implementation in the Single Subject Credential Program. Additional information regarding the TPA can be accessed at: [http://www.ctc.ca.gov/educator-prep/TPA-files/CandidateHandbook.pdf](http://www.ctc.ca.gov/educator-prep/TPA-files/CandidateHandbook.pdf)
Department of Secondary Education
EDSC 449I – Second Semester Student Teaching
Spring 2015

Location: WEB in TITANium
Day and Time: Asynchronous
Instructor: Dr. Kristen Shand
Office: CP 600-8
E-mail: kshand@fullerton.edu
Phone: (657) 278-2974
Office hours: Monday 10:00 a.m. – 12:00 p.m.; Tuesday 2:00 p.m. – 3:00 p.m.
Technical support: (657) 278-7777

Table 1: Education Unit Conceptual Framework

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<thead>
<tr>
<th>EDUCATION UNIT CONCEPTUAL FRAMEWORK</th>
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<tr>
<td><strong>Mission</strong></td>
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**Program Outcomes and Indicators**

After successful completion of a program of study, our credential recipients and program graduates are:

1. **Knowledgeable and Competent Specialists who**
   a) demonstrate a strong foundation of knowledge
   b) implement effective practice
   c) use current technologies for teaching and learning

2. **Reflective and Responsive Practitioners who**
   a) advance just, equitable, and inclusive education
   b) make informed decisions
   c) participate in collaborative endeavors
   d) think critically and creatively

3. **Committed and Caring Professionals who**
   a) demonstrate leadership potential
   b) maintain professional and ethical standards
   c) engage in continuous improvement
COLLEGE OF EDUCATION CORE VALUES

We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found at the faculty documents section of the COE website.

DEPARTMENT OF SECONDARY EDUCATION MISSION

The Mission of the Department of Secondary Education is to develop quality secondary school teachers. We are committed to providing a program that reflects the complex contexts of the secondary classroom and models a professional community where learning is interactive and dynamic. Our philosophy is to prepare educational leaders through a course of study which bases practice upon knowledge of current research in curriculum and instruction. We develop students as life-long learners, reflective practitioners, and change agents who positively influence decision-making in schools and communities to improve the education of adolescents.

RESPONSE TIME

Please email me directly with any questions about the course. You can expect a response within 48 hours (except weekends).

COURSE COMMUNICATION

All course announcements and personal email are sent through TITANium which only uses CSUF email accounts. Therefore, you MUST check your CSUF email on a regular basis (several times a week) for the duration of the course.

COURSE DESCRIPTION

449I Second Semester Student Teaching (10 units) Prerequisites: successful completion of EDSC 440S, 440F, 442, 449E. Concurrent enrollment in EDSC 449S. Eighteen-week practicum (270 hours, M-F) in full-time student teaching in a specific single subject in a secondary school. Credit/no credit only; “B” (3.0) or better required for credit.

This course involves co-teaching in public school secondary classrooms and is integrated with 449S and EDSC 460. The teaching activities and requirements:

1. The teacher candidate continues with the same master teachers during this semester.
2. Candidates are responsible for three periods of teaching/co-teaching and one additional period for planning/conference.
3. Candidates are expected to be present in their fieldwork assignment from the first to the last day of the public school semester.
4. For lessons that the candidate plans and implements independent of their Master Teacher, plans in the CSUF format must be submitted to the 449S instructor for review prior to the lesson being taught in the classroom.
5. The university supervisor will make at least four formal classroom observations that are scheduled with at least seven teaching days between observations.

STUDENT LEARNING GOALS AND RELATED OBJECTIVES
Under the guidance of the master teacher, students will
1. develop interpersonal relationships with students, colleagues and administrators
2. explore myriad teaching experiences and observe educational processes within natural classroom settings
3. participate in planning for instruction, monitoring assessment, and managing classroom flow
4. gradually take on teaching responsibilities, from small group support to whole class instruction
5. learn about student needs and recommend appropriate accommodations
6. be observed twice by university supervisor with satisfactory evaluations
7. score minimum of 2.85 on the final university supervisor teaching performance expectations evaluation

REQUIRED TEXTS
There are no required textbooks for this course.

ATTENDANCE
Attendance in this course is mandatory. Students not present in their student teaching assignment on a regular basis (above 90% attendance) class will receive a grade of no credit for the course and may be considered for program removal.

GRADING POLICY AND GRADING STANDARDS FOR THE COURSE
This course is Credit/No Credit only. A grade of “B” (3.0) or better is required for a grade of credit.

The grade breakdown is as follows:
80-100 = Credit
79 or Below = No Credit

ASSIGNMENTS
1. Participation in Student Teaching (40 points)
2. Assessment of Classroom Practice – 4 Observations (60 points)
3. TPE Level of Proficiency: Student Teaching Midterm Evaluation (50 points)
4. TPE Level of Proficiency: Student Teaching Final Evaluation >/= 2.85 (50 points)

CLASSROOM OBSERVATIONS
Observation Protocol
The University Supervisor will observe the candidate four times during the extern semester. Each observation will be accompanied by pre and post conferences (may be electronic). A formal and complete lesson plan must be received electronically by the University Supervisor at least 48 hours in advance or the observation may be cancelled. A “satisfactory” observation is one in which both the lesson plan and classroom teacher performance reflect appropriate progress toward TPE proficiency. The supervisor will record the observation and supporting comments on the Assessment of Classroom Practice report. The candidate will receive a copy of the report within 3 days of the visit from the supervisor.

TPE Proficiency Evaluation
Each Master Teacher and the University Supervisor will evaluate the candidate on their progress toward proficiency in the Teaching Performance Expectations. These evaluations are submitted electronically and copies are automatically forwarded to the teacher candidate. The candidate must earn a minimum average score of 2.85 to advance to the student teaching semester.

ONLINE EVALUATION SYSTEM
Student teachers will be evaluated using the College of Education online evaluation system. The system can be accessed at: http://coeapps.fullerton.edu/edscassess/

TECHNICAL REQUIREMENTS
Single Subject Credential Program Technology Competency Policy
In prerequisite and credential courses in the Single Subject Credential Program, students will be expected to:

1. Meet California State Fullerton’s level of computer competency for entering freshmen (http://www.fullerton.edu/senate/PDF/300/UPS320-030.pdf/): All entering students are expected to be knowledgeable in the use of a personal computer (PC or Macintosh) prior to being admitted to the university. Entering students should have 1) the ability to use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives and on secondary storage devices such as floppy disks; 2) the ability to use a word-processing program that runs on a PC or Macintosh computer to create, edit, format, store, retrieve, and print documents; 3) the ability to use an electronic mail system to receive, create, edit, print, save, and send an e-mail message with and without an attached file; and 4) the ability to use an Internet browser to search the World Wide Web.
2. Have ongoing reliable access to a computer with Internet connectivity for regular course assignments;
3. Utilize Microsoft® Office 2013 (for P.C.) or 2011 (for Mac) including Word, PowerPoint, Publisher, and Excel to learn content and communicate with colleagues and faculty; have the ability to regularly print assignments;
4. Maintain and access three times weekly a student email account;
5. Use Internet search and retrieval skills to complete assignments;
6. Upgrade his/her skills in educational technology throughout the program;
7. Apply his/her educational technology skills to complete expected competencies;
8. Utilize other software applications as course requirements dictate;
9. Utilize TITANium to access course materials and complete assignments; and create lessons that require K-12 student use of educational technologies to improve achievement.

**UNIVERSITY INFORMATION**

*Withdrawal Policy (excerpted from UPS 300.016)*

Students may withdraw from the course up to the university withdrawal date as set by the office of Admissions and Records. The authorization for a student to withdraw from a course after this date and prior to the last twenty percent of instruction in a term shall be granted for only the most serious and compelling reasons. *A serious and compelling reason is defined as a physical, medical, emotional or other condition which has the effect of limiting the student’s full participation in the class and which is clearly beyond the student’s control.* The student must provide credible documentation for such reasons. *Poor academic performance is not evidence of a serious and compelling reason for withdrawal.*

http://www.fullerton.edu/senate/PDF/300/UPS300-016.pdf

*Titanium*

As a registered student you are enrolled in Titanium. You may access Titanium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact (657) 278-5619. If you still need more help, contact (657) 278-7777. Check Titanium weekly, the night before class, for any pertinent or last minute, updated information.

*Students with Special Needs*

Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disability Support Services (DSS) Office in order to be accommodated in their courses.

*Academic Dishonesty Policy*

Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021 found at the UPS section of the Academic Senate website.

*CSUF Writing Center*

The Writing Center offers all registered CSUF students the opportunity to receive writing assistance. In half hour long tutorials, the students who come to the Writing Center will
work with a tutor to create and/or improve specific assignments and, more importantly, to
improve their overall writing skills. Students can expect to engage in conversation about
their assigned topics, the point or thesis of their writing, ways to organize and develop
ideas, or how to improve sentence structure and mechanics so as to convey the intended
meaning of the essay. The Writing Center is located in MH 45, the basement of McCarthy
Hall, on the campus of California State University, Fullerton, (657) 278-3650.
(http://hss.fullerton.edu/english/wc/)

University Learning Center
The goal of the University Learning Center is to provide all CSUF students with academic
support in an inviting and contemporary environment. The staff of the University Learning
Center is carefully selected and trained to assist students with their academic assignments,
general study skills, and computer user needs. The ULC is located in the Pollack Library
North, 2nd Floor. The services that the ULC provide to the CSUF students include an open
computer lab, tutoring, workshops, online tutoring, and collaborative learning. The online
tutoring option allows students to submit their paper for constructive feedback.
(http://www.fullerton.edu/ulc/)

Two week plan for distant instruction should on-campus instruction be interrupted
In case of instruction interruption, please check the course website for weekly instructional
activities, which may include multimedia presentations, discussion forums, group work (to
be conducted via Titanium groupings), and text and electronic readings. For additional
information, please call the California State University, Fullerton Campus Operation and
Emergency Closure Information Line: 657-278-4444

Emergency Contact
In the event of emergency, contact the University Police at (657) 278-3333. Additional
information can be found at the CSUF Emergency Preparedness website.

Library Support
Pollak Library Assistance available for Online Students with online instruction guidelines
are available on the CSUF library website.

CALIFORNIA STATE COMMISSION ON TEACHER CREDENTIALING POLICIES &
GUIDELINES

California Commission on Teacher Credentialing
The Single Subject Credential Program at California State University Fullerton is fully
accredited by the California Commission on Teacher Credentialing (CTC) and the National
Council for Accreditation of Teacher Education (NCATE). The College of Education and all
associated programs passed the most recent accreditation with a 100% rating (Excellent
job CSUF!).

The Single Subject Credential Program adheres to all the CTC requirements on teacher
credentialing. Information on credential program requirements, accreditation and steps to
earning a teaching credential in California can be accessed at:
http://www.ctc.ca.gov

California Standards for the Teaching Profession
The Single Subject Credential Program promotes and incorporates the *California Standards for the Teaching Profession* (CSTP). The *Standards* are based on current research and expert advice pertaining to best teaching practice. The *Standards* are organized around six interrelated categories of teaching practice. The six standards are for:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Together these six standards represent a developmental, holistic view of teaching and are intended to meet the needs of diverse teachers and students in California. Each standard is introduced in narrative which can be accessed at: [http://www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf](http://www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf)

**Teaching Performance Expectation (TPE)**

Based on the *California Standards for the Teaching Profession*, the Teaching Performance Expectations (TPE) describe the set of knowledge, skills and abilities beginning teachers should have and be able to demonstrate. The complete text of the TPEs can be accessed at: [http://www.ctc.ca.gov/educator-prep/TPA-files/TPEs-Full-Version.pdf](http://www.ctc.ca.gov/educator-prep/TPA-files/TPEs-Full-Version.pdf). A helpful resource is available at: [http://www.caltpe.com/index.php](http://www.caltpe.com/index.php)

**Teaching Performance Assessment (TPA)**

Based on the *Teaching Performance Expectations*, the Teaching Performance Assessment (TPA) evaluates beginning teacher's competencies in the six standard domains. EDSC 310 introduces the TPA and provides an overview of its implementation in the Single Subject Credential Program. Additional information regarding the TPA can be accessed at: [http://www.ctc.ca.gov/educator-prep/TPA-files/CandidateHandbook.pdf](http://www.ctc.ca.gov/educator-prep/TPA-files/CandidateHandbook.pdf)
**EDSC 449S  Seminar in Secondary Teaching Foundational Level Mathematics (FLM)**

**Spring 2015**

Location: EC-031  
Day and Time: Wednesdays 4:00 – 6:45  
Instructor: Dr. Susan Glassett Farrelly  
Office: CP 600-10  
E-mail: sglassett@fullerton.edu  
Phone: (657) 278-5186  
Office hours:  
- Monday 1:30–3:30  
- Tuesday 2:00 p.m.–3:00 p.m. in CP 600-10  
- Fridays 4:00-5:00 p.m. online  
Technical support: (657) 278-7777

**Table 1: Education Unit Conceptual Framework**

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COURSE DESCRIPTION

EDSC 449S Seminar In Secondary Teaching – FLM (3 units)

In this course Teacher Candidates will discuss curricular models, learn how to design and implement mathematical tasks, design authentic assessments and mathematics writing exercises, and develop methods to evaluate student work. Keep in mind you will be creating materials for use in your 6-12 grade classroom. Your end product will be a portfolio of lessons. You will also learn teaching strategies, standards, and principles of
effective instruction. TITANium will be used extensively. There is much to do in this course, so please budget your time wisely so you will be able to meet deadlines.

**STUDENT LEARNING GOALS AND RELATED OBJECTIVES**

*Through the activities and assignments in this course, Teacher Candidates will:*

- Understand critical issues in mathematics education, particularly those impacting learners in middle grades through algebra level courses.
- Develop knowledge of ways to address the critical issues such that students’ needs are well served by your actions as a teacher.
- Recognize the diversity of students in the mathematics classroom by planning lessons that respect the knowledge students bring from their homes and communities.
- Understand common theories of learning mathematics and how these guide instructional practices, particularly related to assessment.
- Develop the ability to diagnose mathematical misunderstandings held by students and create learning opportunities to resolve those misunderstandings.
- Understand the role of assessment in supporting learning (formative) and evaluating learning outcomes (summative) of students in mathematics courses.

*During the course Teacher Candidates will:*

- Collaborate with other pre-service teachers on lesson planning and management in the classroom.
- Develop practices that reflect findings from research about how to support and evaluate students’ conceptual understanding of mathematics.
- Create units and lessons that are aligned with the California Common Core State Standards for Mathematics (CA-CCSSM) and district courses of study.
- Explain and implement the rationale for learning processes, principles, and systems underlying instruction in mathematics education.
- Develop weekly lesson plans to be used in student teaching (using Lesson Plan template) that have clearly stated goals and objectives.
- Demonstrate competence in evaluating student achievement in mathematics education by reflecting on each lesson taught.
- Develop, implement, and reflect on formative assessment instruments aimed at a range of content and process goals and objectives.

**REQUIRED TEXTS**


RECOMMENDED TEXTS


OTHER REQUIRED MATERIALS

Teacher Candidates are expected to bring a device that is Internet capable (laptop, tablet, smart phone) to each class session. A laptop is recommended. Teacher Candidates will also need a microphone for the online activities in this course. Check to see if your computer has an internal microphone. If it does not, you will need to purchase an external microphone.

SOFTWARE FOR STUDENTS

Did you know you can get FREE and low-cost software for being an active CSUF students? Software can be requested from the CSUF Information Technology website. You will also be expected to create free personal accounts on a variety of Internet based educational software.

ATTENDANCE

Teacher Candidates are expected to attend and actively participate in all class sessions. Participation includes attentive listening, asking relevant questions, offering constructive information or personal examples, engaging positively in group activities, and posting thoughtful comments to online discussions. Most instructional materials will be available on the course TITANium site. Late assignments will not be accepted unless due to a verifiable emergency or illness.

This course is a requirement in the professional teacher preparation program approved by the state of California. It is imperative that you attend class regularly in order to earn a passing grade. Except for emergencies, no absence will be permitted unless it is granted by prior consultation with, and approval by, the instructor. Missing more than thirty (30) minutes of class time constitutes 1/3 of an absence. After two absences, a meeting will be arranged with the Director of the Single Subject Credential Program or the Chair of Secondary Education to determine whether you will be capable of completing the program and, if so, how you will do so.

Student presence in the online activities is mandatory and will be demonstrated through timely completion of discussion forum posts and other online activities. Teacher Candidates will receive no credit for the incomplete posts/activities.

GRADING POLICY AND GRADING STANDARDS FOR THE COURSE

This course is a Credit/ No Credit. You must earn a “B” or better to earn Credit.

There are 1000 possible points. The grade breakdown is as follows:

- 900 - 1000 = A
- 800 - 899 = B
This course does not use +/- grades.

**EXTRA CREDIT OPTIONS**

There are no Extra Credit options in this course

**ASSIGNMENTS**

1. Class attendance and participation (150 points – 10 points/week for 15 weeks)
2. Response to readings, and other online content (130 points – 10 points/week for 13 weeks)
3. Mini-lesson presentation (25)
4. Lesson reflections (45 points, 15 points/reflection)
5. Mathematical writing prompt (25)
6. Lesson video analysis (25)
7. Weekly Lesson Plans (600 points, 50 point/week for 12 weeks)
8. Evaluation of Pedagogical Preparation for Subject-Specific Content Instruction – Mathematics (required for course completion)

**LATE ASSIGNMENTS**

Grades for late assignments and required forms will be reduced 10% each day after the assignment due date (up to 50%) unless approval for late work is given in advance. Late assignments and forms will be accepted up to one week after the original due date.

**ASSIGNMENT DESCRIPTIONS**

**Class Attendance and Participation**

Each week Teacher Candidates are expected to prepare for, attend, and participate in the weekly class session. In each session, Teacher Candidates will share lessons, reflect on their teaching and work in groups to explore, and discuss how they can apply the research and practice ideas reviewed in class.

**Response to Readings and Other Online Content**

Each week Teacher Candidates will be assigned readings and/or other online content that discuss practice and research in mathematical education. The readings and structured activities associated with the readings are completed prior to class. These activities will include responses to discussion prompts posted on TITANium. Teacher Candidates are expected to show evidence of their learning through thoughtful responses that exhibit knowledge of the required readings and demonstrate critical-thinking and reflection. Each forum discussion will include making connections to the CA-CCSSM with an emphasis on the Standards for Mathematical Practice.

**Weekly Lesson Plans (Due: Every Week on the Saturday (11:45 PM) following Class).**

These are to be turned in BEFORE you implement them in your classes. All lesson plans should utilize the FLM version of the Single Subject Credential Program Lesson Plan Format including:

1) Student learning goals and objectives
2) The applicable content and practice standards from CA-CCSSM
3) Evidence of evaluating and connecting to students’ prior learning
4) At least one motivational activity
5) An Emphasis on “Doing Mathematics” that is evident by students (some of these):
   a) Having tactile experiences – touching, manipulating;
   b) Creating visual representations – visuals, pictures to summarize;
   c) Creating mathematical models
   d) Producing digital media
   e) Using interactive software
6) Communicative activities – group discussions, presentations, written explanations; and collaborative online environments (concept mapping, social media, blogging)
7) Symbolic representations – mathematical vocabulary and mathematical symbols
8) Evidence of effective questioning techniques that require students to think deeply. For “key questions” include anticipated student responses and possible follow-ups by the teacher
9) Accommodations for range of English language proficiency with emphasis on developing both mathematics communication skills and English language skills.
10) Forms of assessment that inform your decision-making as a teacher along with feedback that supports learners in making sense of their misunderstandings or errors
11) Evidence of use of the weekly topic in your lesson plan.

Mini-lesson Presentation (Sign Up)
Teacher Candidates will prepare and implement a 5-10-minute warm up or lesson opening. This should be an activity, math talk, or class discussion Teacher Candidates would use to engage their class while assessing for prior understanding and making connections.

Lesson Reflections (Due: Weeks 4, 8, & 13).
These are 2-3 page double-spaced word-processed reflections on lessons you have recently taught in your classes. Each reflection must address a particular focus to be discussed in class

In addition, your response should...

1. include data (student responses, work samples, etc…) that supports your assertions, and
2. discuss how you will follow up, refine, and/or reteach the lesson. This can be brief but must show thoughtfulness.
3. include support from your readings.

Focus Topics for Reflections (will be explained further in class).

- Reflection #1: Cognitive Level of Mathematical Tasks
- Reflection #2: Scaffolding and Questioning Techniques (aka, Implementing and Supporting Higher-Level Mathematical Tasks)
- Reflection #3: Mathematical Communication including working with ELL students

Mathematics Writing Prompt (Due: Week 11)
Create a mathematics writing prompt to be given to students near the end of a unit of study that will provide them a way to [focus on at least one]:

• Organize and consolidate their mathematical thinking through communication;
• Communicate their mathematical thinking coherently and clearly to peers, teachers, and others;
• Analyze and evaluate the mathematical thinking and strategies of others;
• Use the language of mathematics to express mathematical ideas precisely;
• Demonstrate multiple methods to find a solution (when applicable);
• Explain or describe mathematical concepts through multiple forms of representation (e.g., table, graph, and words)

After collecting student work, create a scoring rubric and evaluate their responses. Submit a final write up (2-3 pages, excluding prompt, rubric, and student work samples) that includes

• An explanation of how the assessment was administered;
• An analysis of students’ mathematical thinking and understanding;
• A reflection on the process of using written assessments in the mathematics classroom; and
• The original writing prompt, scoring rubric, and samples of student papers at each score level.

Investigating Video Analysis (Due: Week 10)
Videotape the lesson that you are using for your first or second reflection. After watching the video, write a 1-2 page reflection of what you learned about yourself, your class, your classroom, and your teaching practices. Include at least one paragraph discussing what you have learned about recording your lesson for your TPA.

Evaluation of Pedagogical Preparation for Subject-Specific Content Instruction – Mathematics
The Evaluation of Pedagogical Preparation for Subject-Specific Content Instruction – Mathematics (EPP) form lists competencies required by the California Commission on Teacher Credentialing for Pedagogical Preparation for Subject-Specific Content Instruction in Mathematics. Evaluation that the Teacher Candidate has met these elements is required for successful completion of 449S.

The Teacher Candidate should identify, on the EPP form, the Lesson Plan Topics and Dates for which proficiency in the standard is demonstrated.

When all elements have been met, the EPP form is submitted on TITANium. The Instructor will review lesson plans and record the date of review to confirm that the Teacher Candidate has met the requirements.

Successful completion of this evaluation will be recorded and a copy printed out. Both the Teacher Candidate and the 449S Instructor will sign this form. The original will be given to the Teacher Candidate for record keeping.

TECHNICAL REQUIREMENTS
Teacher Candidates MUST:

1. Have frequent and dependable high-speed Internet access;
2. Utilize the latest version of a reliable web browser;
3. Utilize a computer that has anti-virus software installed;
4. Have access to word-processing and presentation programs, including Microsoft Word and PowerPoint; and be web savvy

**Contact the Help Desk (657) 278-7777 for TITANium Technical Difficulties**

**It is recommended you use the Firefox or Google Chrome web browser to ensure a smooth TITANium experience.**

**UNIVERSITY INFORMATION**

Withdrawal Policy (excerpted from UPS 300.016)
Students may withdraw from the course up to the university withdrawal date as set by the office of Admissions and Records. The authorization for a student to withdraw from a course after this date and prior to the last twenty percent of instruction in a term shall be granted for only the most serious and compelling reasons. A serious and compelling reason is defined as a physical, medical, emotional or other condition which has the effect of limiting the student’s full participation in the class and which is clearly beyond the student’s control. The student must provide credible documentation for such reasons. Poor academic performance is not evidence of a serious and compelling reason for withdrawal.

The UPS policy regarding withdrawal can be found on the Academic Senate webpage.

Titanium – Technical Difficulties
As a registered student you are enrolled in Titanium. You may access Titanium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact 657-278-5619. If you still need more help, contact 657-278-7777. Check Titanium weekly, the night before class, for any pertinent or last minute, updated information.

In case of technical difficulties with TITANium, the instructor will communicate with students directly through CSUF email, and assignments can be sent through email, faxed or mailed to the Department of Secondary Education. In the case email doesn’t work, students should call the department coordinator at 657-278-7769 for further direction.

Students with Special Needs
Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disability Support Services (DSS) Office in order to be accommodated in their courses.

Academic Dishonesty Policy
Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that
an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021 found at the UPS section of the Academic Senate website.

CSUF Writing Center
The Writing Center offers all registered CSUF students the opportunity to receive writing assistance. In half hour long tutorials, the students who come to the Writing Center will work with a tutor to create and/or improve specific assignments and, more importantly, to improve their overall writing skills. Students can expect to engage in conversation about their assigned topics, the point or thesis of their writing, ways to organize and develop ideas, or how to improve sentence structure and mechanics so as to convey the intended meaning of the essay. The Writing Center is located in MH 45, the basement of McCarthy Hall, on the campus of California State University, Fullerton; 657-278-3650. More information can be found on the CSUF Writing Center webpage.

University Learning Center
The goal of the University Learning Center is to provide all CSUF students with academic support in an inviting and contemporary environment. The staff of the University Learning Center is carefully selected and trained to assist students with their academic assignments, general study skills, and computer user needs. The ULC is located in the Pollack Library North, 2nd Floor. The services that the ULC provide to the CSUF students include an open computer lab, tutoring, workshops, online tutoring, and collaborative learning. The online tutoring option allows students to submit their paper for constructive feedback. More information can be found on the University Learning Center website.

Two week plan for distant instruction should on-campus instruction be interrupted
In case of instruction interruption, please check the course website for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Titanium groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444

Emergency Contact
In the event of emergency, contact the University Police at 657-278-3333. Additional information can be found at the CSUF Emergency Preparedness website.

Library Support
Pollak Library Assistance available for Online Students with online instruction guidelines are available on the CSUF library website.

COURSE ONLINE POLICIES

Course Requirements
This course has many online components. Therefore students are required to:
5. abide by the single subject credential program technology competency policy outlined above;
6. have frequent and dependable internet access with a high speed modem;
7. utilize the latest version of a reliable web browser (preferably Internet Explorer, Mozilla Firefox or Safari);
8. utilize a computer that has anti-virus software installed;
9. utilize Microsoft® Office (word, powerpoint, excel);
10. type and electronically submit all assignments through TITANium; and be WEB savvy (know how to search, troubleshoot, bookmark, use web collaboration and social networking sites, etc.).

**Netiquette**

Each student is expected to conduct himself/herself in a professional manner during the class - taking full advantage of the learning opportunities available. This includes completing all online discussions and assignments, adhering to proper netiquette, and so on. Netiquette refers to a set of behaviors that are appropriate for online activity - especially with email and threaded discussions. The core rules of netiquette can be found at the [Netiquette website](#). Please read through these netiquette rules to ensure that you are familiar with what will be the expected online behavior for this course.

**Authentication of Student Work**

Authentication of student work is important in an online class. This is accomplished by requiring multiple measures of student performance, including discussion board postings, individual email conversations, and the multiple assignments you are required to complete. Because many assignments are aligned to your teaching, they allow you to create practical and unique resources for your use as a classroom teacher.

**Discussion Posting Guidelines**

Students will be expected to respond to writing prompts that show an in-depth understanding and reflection of the class readings, presentations, past experiences and personal work in the course. Students are expected to post responses to the prompt by the deadline indicated on the course calendar.

**Synchronous/Asynchronous Instruction**

All weekly online activities are asynchronous. There will be no synchronous online activities.

**CALIFORNIA STATE COMMISSION ON TEACHER CREDENTIALING POLICIES & GUIDELINES**

**California Commission on Teacher Credentialing**

The Single Subject Credential Program at California State University Fullerton is fully accredited by the California Commission on Teacher Credentialing (CTC) and the National Council for Accreditation of Teacher Education (NCATE). The College of Education and all associated programs passed the most recent accreditation with a 100% rating (Excellent job CSUF!).
The Single Subject Credential Program adheres to all the CTC requirements on teacher credentialing. Information on credential program requirements, accreditation and steps to earning a teaching credential in California can be accessed on the CTC website.

**California Standards for the Teaching Profession**

The Single Subject Credential Program promotes and incorporates the *California Standards for the Teaching Profession* (CSTP). The Standards are based on current research and expert advice pertaining to best teaching practice. The Standards are organized around six interrelated categories of teaching practice. The six standards are for:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Together these six standards represent a developmental, holistic view of teaching and are intended to meet the needs of diverse teachers and students in California. Each standard is introduced in narrative which can be accessed on the CSTP website.

**Teaching Performance Expectation (TPE)**

Based on the *California Standards for the Teaching Profession*, the Teaching Performance Expectations (TPE) describe the set of knowledge, skills and abilities beginning teachers should have and be able to demonstrate. The complete text of the TPEs can be accessed on the TPE website. A helpful resource is available through Cal State Teach on the CalTPE website.

**Teaching Performance Assessment (TPA)**

Based on the *Teaching Performance Expectations*, the Teaching Performance Assessment (TPA) evaluates beginning teacher’s competencies in the six standard domains. EDSC 310 introduces the TPA and provides an overview of its implementation in the Single Subject Credential Program. A handbook regarding the TPA can be accessed on the TPA website.
**RUBRICS AND SCORING GUIDES**

**Online Discussion Guidelines and Scoring Guide**

**Posting**

The great advantage of online discussion is that it can happen almost anytime, anywhere; it can deepen your understanding of the course material, and it can help you forge stronger connections with your classmates. Your posts are required to be substantive, and advance or re-frame the discussion in some way. In other words, you must do more than say “I agree” or “I disagree,” and you must not merely restate what someone else says.

**Grading**

Your online discussions will count for a significant part of your overall grade. Discussions will have deadlines, and late posts will not be accepted. Your posts will be read and evaluated with special attention to several areas:

- Appropriate length
- Relevance to topic
- Evidence of thought/reflection (i.e. reactions have their time and place in online discussion, but so do extended thought and rumination)
- Evidence of critical-thinking (i.e. these discussion topics ought to elicit some analysis on your part: ask questions, and more questions; posit some explanations, hypotheses, original ideas. What do you think?)
- Collegiality — adherence to the norms of courtesy appropriate in academic (but informal) discussion
- Replies – student provided substantial replies to classmates when required

### Discussion Forum Scoring Guide

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2/1</th>
</tr>
</thead>
<tbody>
<tr>
<td>I look at my learning experiences and identify areas of concrete knowledge and conceptual understanding, I express my understanding of new concepts by making at least three (3) references to information learned in readings/presentation/videos within the learning unit. I include personal reflection on how my new learning affects my practice as a teacher. I discuss past experiences/knowledge and comment on how they have shaped my learning.</td>
<td>I describe my understanding of new concepts by making at least two (2) references to information learned in readings/presentation/videos within the learning unit. I include personal reflection on how my new learning affects my practice as a teacher.</td>
<td>I describe my understanding of new concepts by making at least one (1) reference to information learned in readings/presentation/videos within the learning unit. I include personal reflection on how my new learning affects my practice as a teacher.</td>
<td>I do not make reference to the course material to describe what I learned or where I need to improve. I do not include personal reflection on how my new learning impacts my role as a teacher, or I only include a personal reflection to describe what I learned.</td>
<td></td>
</tr>
</tbody>
</table>
## Lesson Plan Scoring Guide

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>California Common Core State Standards Mathematics</strong></td>
<td>5</td>
</tr>
<tr>
<td>CA-CCSSM Content Standards identified are grade and subject appropriate and linked to lesson objectives. Specific Standards for Mathematical practice are identified and linked to the lesson objectives</td>
<td></td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td>5</td>
</tr>
<tr>
<td>Objectives are specific, concise, measurable, and observable.</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson Introduction</strong></td>
<td>5</td>
</tr>
<tr>
<td>Lesson introduction is engaging; accesses appropriate prior knowledge and make a clear connection to new content.</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson Activities (Method of Instruction)</strong></td>
<td>5</td>
</tr>
<tr>
<td>Method of instruction is clear, engaging and constructive. Delivery of content aligns with standards and targets the objective. The strategies are student-centered, innovative and effectual</td>
<td></td>
</tr>
<tr>
<td><strong>Student Engagement (Activities)</strong></td>
<td>5</td>
</tr>
<tr>
<td>Student activities are clear, engaging and constructive. Activities align with the standards and target the objective. Opportunities for critical-thinking and developing conceptual understanding are innovative and effectual.</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson Closure</strong></td>
<td>5</td>
</tr>
<tr>
<td>Lesson closure provides an opportunity for students to reflect on the lesson and engage in critical-thinking</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment (Formative and/or Summative)</strong></td>
<td>5</td>
</tr>
<tr>
<td>Opportunities to check for understanding are abundant and productive. The summative assessment strongly aligns with the lesson objective</td>
<td></td>
</tr>
<tr>
<td><strong>Accommodations for English Language Learners</strong></td>
<td>5</td>
</tr>
<tr>
<td>Strategies for English Learners are effective and appropriate for the needs of the learner and use ELD Standards</td>
<td></td>
</tr>
<tr>
<td><strong>Accommodations for Students with Special Needs</strong></td>
<td>5</td>
</tr>
<tr>
<td>Strategies for Students with Special Needs are effective and appropriate for the needs of the learner</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson Resources/Technology Integration</strong></td>
<td>5</td>
</tr>
<tr>
<td>The lesson resources are appropriate and helpful. Technology tools are well developed, engaging, and enhance the quality and content of the lesson.</td>
<td></td>
</tr>
<tr>
<td><strong>Total Score</strong></td>
<td>50</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
<td></td>
</tr>
</tbody>
</table>
## Mini-Lesson Assignment Rubric

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Qualities of Exemplary Work</th>
<th>Pts</th>
<th>Specific Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation</td>
<td>• Prepared materials in advanced</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Set context – Indicated where the activity occurred in the course of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identified CA-CCSSM content and practice standards</td>
<td>/5</td>
<td></td>
</tr>
<tr>
<td>Math Content</td>
<td>• Relevant to teaching Foundational-Level Mathematics</td>
<td>/10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Tasks required some higher level thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Clear and understandable</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Made connections to prior learning and/or future mathematical topics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pedagogy</td>
<td>• Engaged students – motivating</td>
<td>/10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Simple knowledge was presented in an organized manner</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Questions were more focusing than funneling</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Demonstrated active listening (e.g., paraphrasing)</td>
<td></td>
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<tr>
<td></td>
<td>• Closure focused participants on main idea(s)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL /25
## Lesson Reflection Scoring Guide

<table>
<thead>
<tr>
<th>Lesson Reflection</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection is 2-3 doubled spaced typed pages that address the identified focus</td>
<td>/5</td>
</tr>
<tr>
<td>Reflection discusses lesson follow up or refinement</td>
<td>/5</td>
</tr>
<tr>
<td>Reflection includes support from readings or class activities</td>
<td>/5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>/15</strong></td>
</tr>
</tbody>
</table>
### Mathematics Writing Prompt Scoring Guide

<table>
<thead>
<tr>
<th>EVALUATION ITEM</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Administration</strong></td>
<td>/2.5</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td><strong>Analysis of Student’s Mathematical Thinking</strong></td>
<td>/5</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>/5</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td><strong>Writing Prompt</strong></td>
<td>/5</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td><strong>Scoring Rubric/Guide</strong></td>
<td>/5</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td><strong>Student Work Samples</strong></td>
<td>/2.5</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
</tr>
<tr>
<td>General Comments:</td>
<td>25</td>
</tr>
</tbody>
</table>
COURSE CALENDAR

Week 1, Wednesday, January 21

Introduction
- Introductions with reflections
- Review Syllabus and Expectations
- Lesson Plan Curation
- Lesson Planning review, class expectations, discussion
- Watch and Discuss Math Class Needs a Makeover
- Discussion of Reflection #1 – Cognitive Level of Mathematic Tasks

Reading Assignments – please complete before class
Schwan Smith, Redefining Success in Mathematics Teaching and Learning - Posted in TITANium
Course Syllabus

Assignments Due
No Assignments Due

Week 2, Wednesday, January 28

What does high quality mathematics instruction look like?
- Check-in
- The brain and learning
- Criteria for a high-quality mathematics classroom
- Concept development lessons
- Problem solving lessons
- Activities that promote group collaboration
- Discussion of Video Analysis Assignment

Reading Assignments – please complete before class
Abiola & Dhindsa, Improving classroom practices using our knowledge of how the brain works – Posted in TITANium
Boaler, How Students Should Be Taught Mathematics – Posted in TITANium
Carr, et al., start chapter 1
Tomlinson, Invitations to Learn – Posted on TITANium

Assignments Due – please complete before class
Lesson Plans Due Saturday January 24
Response to Readings #1 – TITANium Discussion
Start getting signed Release Forms (unless already on file at your school) from your students and their parents/guardians
**Week 3, Wednesday, February 4**

**Improving Learning Through Questioning**

- Mini Lesson
- Check-in
- Classifying and Designing Mathematical Tasks
- Why do we question?
- What types of questions develop thinking and reasoning?
- Five principles of effective questioning.
- Discussion of Reflection #2 - Scaffolding and Questioning Techniques

**Reading Assignments – please complete before class**

Crespo, *Learning to pose mathematical problems* (pp.243-4 and 250-64) - Posted in TITANium

Watch *Building on Student Ideas* – On TITANium

Herbel-Heisenmann & Breyfogle, *Questioning our patterns of questioning* - Posted in TITANium

Carr, et al., Chapter 1

**Assignments Due – please complete before class**

Lesson Plans Due Saturday January 31

Response to Readings #2 – TITANium Discussion

**Week 4, Wednesday, February 11**

**Mathematics and English Language Learners**

- Mini Lesson
- Check-in
- California ELD Standards
- English Language Development
- Mathematical Language Development
- Discussion of Reflection #3 - Mathematical Communication including working with ELL students

**Reading Assignments – please complete before class**

Carr, et al., Chapters 2 & 3

California Mathematical Framework, *Instructional Strategies*

Van de Walle et al., Chapter 5 (Review this Chapter from last semester)

**Assignments Due – please complete before class**

Lesson Plans Due Saturday February 7

Response to Readings #2 – TITANium Discussion

Reflection #1
Week 5, Wednesday, February 18

Assessment

- Mini Lesson
- Check-in
- Assessment
  - How do we use assessment
  - Forms of assessment
  - Assessment strategies
  - Feedback
- What video of formative assessment
- Listen to students talk about feedback
- Review 15 Assessments that Don’t Suck
- Review 50 Different Kinds of Formative Assessment

Reading Assignments – please review the first two readings and read the last before class

California Mathematics Framework, Assessment, and Universal Access
Carr, et al., Chapter 6
Van de Walle, Chapter 3 (Review)

Assignments Due – please complete before class

Lesson Plans Due Saturday February 14
Response to Readings #3 – TITANium Discussion

Week 6, Wednesday, February 25

Implementing and Supporting High-Level Mathematical Tasks – Scaffolding

- Mini Lesson
- Check-in
- Making Math Assessable
- Adaptations/Modifications

Reading Assignments – please complete before class

California Mathematics Framework, Appendix C: Possible Adaptations for Students with Learning Difficulties in Mathematics
Carr et al., Chapter 5
Kiong & Yong, Scaffolding: A Teaching Strategy for Mathematics - Posted in TITANium
Education Development Center, Accessibility Strategies for Mathematics - Posted in TITANium
Education Development Center, Instructional Strategies to Increase Accessibility - Posted in TITANium
Education Development Center, Guiding Questions for Planning Accessibility Strategies - Posted in TITANium
Assignments Due – please complete before class

Lesson Plans Due Saturday February 21
Response to Readings #4 – TITANium Discussion

TPA #3 DUE Tuesday March 3

Week 7, March 4 – 10 This is an Online Class

Exploring Web Resources for the Mathematics Classroom

- Exploration of Online Resources for Mathematics
- Follow the instructions on TITANium

Assignments Due

Lesson Plans Due Saturday February 28
First Posts in Discussion Forum due on Wednesday March 4, Final Responses due by Tuesday, March 10

Week 8, Wednesday, March 11

Writing in Mathematics

- Mini Lesson
- Check-in
- Writing in Mathematics
- Designing Scoring Rubrics
- Scoring Student Work
- Discussion of Writing Prompt Assignment

Reading Assignments – please complete before class

Using Writing in Mathematics - Posted in TITANium
Writing Prompts – Posted in TITANium
Carr, et al., chapter 4

Assignments Due – please complete before class

Lesson Plans Due Saturday March 7
Response to Readings #5 – TITANium Discussion
Reflection #2
Week 9, Wednesday, March 18

Mathematical Discourse

- Mini Lesson
- Check-in
- Math/Number Talks – Watch video of an example
- Five Practices
- Planning for discussion
- Establishing ground rules
- Analyzing a discussion

Reading Assignments – please complete before class
Car et al., Chapter 7
Zahner, Mathematics teaching practices with technology that support conceptual understanding for Latino/a students – Posted on TITANium

Assignments Due – please complete before class
Lesson Plans Due Saturday March 14
Response to Readings #7 – TITANium Discussion

Week 10, Wednesday, March 25

Collaborative Work

- Mini Lesson
- Check-in
- Grouping Students
- Roles
- Assessment of Group work
- Discussion of Reflection 3

Reading Assignments – please complete before class
Tomlinson, Carol Ann, Invitations to Learn (pp. 1-6 ) - Posted in TITANium

Assignments Due – please complete before class
Lesson Plans Due Saturday March 22
Response to Readings #8 – TITANium Discussion
Video Tape Analysis

Spring Recess March 30 – April 5
**Week 11, Wednesday, April 8**

*Universal Access*

- Mini Lesson
- Check-in
- Planning for access
- Universal Design for Learning
- Differentiation
- Response to Instruction and Intervention

*Reading Assignments – please complete before class*

California Mathematics Framework, *Universal Access*

*Assignments Due – please complete before class*

Lesson Plans Due Saturday April 4
Response to Readings #9 – TITANium Discussion
Writing Analysis Assignment

**Week 12, Wednesday, April 16**

*Topic Chosen by Teacher Candidates*

- Mini Lesson
- Check-in
- Discussion of Reflection 3

*Reading Assignments – To be determined*

*Assignments Due*

Lesson Plans Due Saturday April 11
Response to Readings #10 – TITANium Discussion

TPA #4 DUE Tuesday April 22

**Week 13, Wednesday, April 23**

*Motivation*

- Mini Lesson
- Check-in
- What Pink
- Self Determination Theory
- Reviewing the foundations of student-centered instruction

*Reading Assignments – please complete before class*

Center on Education Policy, *What is motivation and why does it matter? –* Posted on TITANium
Assignments Due – please complete before class
Lesson Plans Due Saturday April 18
Response to Readings #11 – TITANium Discussion
Reflection #3

Week 14, Wednesday, April 29

Mindset and Stereotype Threat

- Mini Lesson
- Check-in
- Watch Dweck Interview
- What “Teaching for a Growth Mindset”
- Stereotype Threat and Fixed vs. Growth Mindset

Reading Assignments – please complete before class
Boaler, Changing the Conversation about Girls and STEM – Posted on TITANium
Dwek, Mindsets and Equitable Education – Posted on TITANium
Ferlazzo, Eight Things Skilled Teachers Think, Say, and Do - Posted on TITANium

Assignments Due – please complete before class
Lesson Plans Due Saturday April 25
Response to Readings #12 – TITANium Discussion

Week 15, Wednesday, May 7

Wrap-Up

- Pot-luck
- Final Check-in
- Final Reflection
- Course Evaluation

Reading Assignments – please complete before class
none

Assignments Due – please complete before class
Evaluation of Pedagogical Preparation for Subject-Specific Content Instruction – Mathematics
**Foundational Level Mathematics**

Directions: The lesson plan functions as a guide map to your instruction. Identify the estimated time frames for each activity in the Lesson Introduction, Body, and Closure sections. This will help you with pacing and delivery of the lesson. Attach the structure of notes, if you will lecture; the directions for any activities; and details about the examples you will use, if appropriate. Attach any handouts that will be used. When planning, deliberately choose several strategies/scaffolds that will help to guide your students through your lesson. After considering the needs of the majority of your students, remember to consider the specific needs of striving readers, English learners, students with learning needs, and advanced students. The Resource Guide is designed to support you with this important task.

<table>
<thead>
<tr>
<th>NAME(S)</th>
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<table>
<thead>
<tr>
<th>SUBJECT</th>
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<table>
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<tr>
<th>GRADE AND CLASS DESCRIPTION</th>
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</table>

<table>
<thead>
<tr>
<th>UNIT DESCRIPTION, ONLY REQUIRED IF THIS LESSON IS PART OF A LARGER UNIT (ONE SENTENCE)</th>
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<table>
<thead>
<tr>
<th>LESSON TITLE</th>
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<tbody>
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</tbody>
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<table>
<thead>
<tr>
<th>INSTRUCTIONAL RESOURCES/TECHNOLOGY INTEGRATION</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>LESSON SUMMARY (ONE PARAGRAPH)</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you were asked to describe your lesson to a principal, a substitute teacher, or parent/guardian, what information would you provide? The sentence frames below may help get you started.</td>
</tr>
</tbody>
</table>

The purpose of this lesson is to....

You will see students engaged in....
The teacher will ....

The evidence that students demonstrate mastery of the content or perform the skills will include....

**ASSESSMENT STRATEGIES (INDICATE EL (ENTRY-LEVEL), PM (PROGRESS-MONITORING) OR S (SUMMATIVE))**

<table>
<thead>
<tr>
<th>Type (Title/ and Form)</th>
<th>Purpose</th>
<th>Implementation</th>
<th>Feedback Strategy (for students)</th>
<th>How Will the assessment Inform your teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal or informal?</td>
<td>How does this assessment benefit instruction, the teacher, or students?</td>
<td>a short specific description of how you will administer the assessment. Individual or group? In-class or out?</td>
<td>How will students be informed of results, correct answers?</td>
<td>How will teacher make decisions about re-teaching?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>If all students do poorly on the entire assessment, the teacher may...</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>If all students do particularly well on an assessment, the teacher may...</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>If the results are mixed, the teacher may...</td>
</tr>
</tbody>
</table>

Single Subject Credential Program, California State University Fullerton, 2013
### STANDARDS AND OBJECTIVES

<table>
<thead>
<tr>
<th>Content Standard CA CCSSM</th>
<th>Practice Standard CA CCSSM</th>
<th>English Language Development Standards (ELD)</th>
<th>OBJECTIVE (s) of Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copy and paste the relevant standards into this area.</td>
<td>Copy and paste the relevant standards into this area.</td>
<td>Copy and paste the relevant standards into this area.</td>
<td>Pay close attention to how you write your instructional objectives! They should be specific, concise, measurable, and observable. Review the URL for writing instructional objectives: <a href="http://www.gsu.edu/~mstmb/CrsTools/cogverbs.html">http://www.gsu.edu/~mstmb/CrsTools/cogverbs.html</a></td>
</tr>
</tbody>
</table>

### LESSON INTRODUCTION/ANTICIPATORY SET

*how will you introduce students to the lesson, capture their interest, and hold their attention?*

*describe what the TEACHER(s) and students will be doing.*

<table>
<thead>
<tr>
<th>Time:</th>
<th>Teacher(s):</th>
<th>Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description:</td>
<td></td>
<td>Description:</td>
</tr>
</tbody>
</table>
**BODY OF LESSON**

how will you teach, support, manage, and monitor student learning?

describe what TEACHER(s) and students will be doing.

<table>
<thead>
<tr>
<th>Time:</th>
<th>Teacher(s):</th>
<th>Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Description:</td>
<td>Description:</td>
</tr>
</tbody>
</table>

**LESSON CLOSURE**

how will you help students process and organize what was learned? describe what the TEACHER(s) and students will be doing.

<table>
<thead>
<tr>
<th>Time:</th>
<th>TEACHER(s):</th>
<th>Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Description:</td>
<td>Description:</td>
</tr>
</tbody>
</table>

**CO-TEACHING STRATEGIES PLANNED (CHECK ALL THAT APPLY)**
**ADAPTATION OF LESSON PLAN (INSTRUCTION AND ASSESSMENT)**

How will you support students with learning needs?
provide a description of all major adaptations that are included in the lesson.

<table>
<thead>
<tr>
<th>☐ English Learners</th>
<th>☐ Striving Readers</th>
<th>☐ Students with identified special needs</th>
<th>☐ Advanced Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**RATIONALE SECTION:**

*Provide an explanation for why you chose your instructional strategies, student activities, assessments, and adaptations*

**ATTACH SUPPORT MATERIALS**
Listed below are competencies required by the California Commission on Teacher Credentialing for Pedagogical Preparation for Subject-Specific Content Instruction in Mathematics. Evaluation that the Teacher Candidate has met these elements is required for successful completion of 449S.

**Recommended Process for Completing this Evaluation:**
- The Teacher Candidate should identify the Lesson Plan Topics and Dates for which proficiency in the standard is demonstrated.
- The 449S Instructor should review lesson plans and record the date of review to confirm that the Teacher Candidate has met the requirements.
- When all elements have been met, both the Teacher Candidate and the 449S Instructor should sign this form and provide the original to the Teacher Candidate for record keeping.
- Successful completion of this evaluation should be noted in 449S.

### Single Subject Mathematics Candidates demonstrate ability to:

<table>
<thead>
<tr>
<th align="left">Generic to all Subject Areas</th>
<th align="left">Completed by - Teacher Candidate</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td align="left">Lesson Topic</td>
<td align="left">Lesson Date</td>
<td>Date Met</td>
</tr>
</tbody>
</table>

#### Specific to Mathematics

| 1. | Plan and organize instruction to foster student achievement of state-adopted K-12 academic content standards for students in the subject area. |
| 2. | Use instructional strategies, materials, technologies and other resources to make content accessible to students. |
| 3. | Interrelate ideas and information within and across major subdivisions of the subject. |
| 4. | Teach the state-adopted academic content standards for students in mathematics (7-12). |
| 5. | Enable students to understand basic mathematical computations, concepts, and symbols, use them to solve common problems, and apply them to novel problems. |
| 6. | Help students understand different mathematical topics and make connections among them. |
| 7. | Help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. |
| 8. | Provide a secure environment for taking intellectual risks and approaching problems in multiple ways. |
| 9. | Model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. |
| 10. | Foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems. |
| 11. | Help students understand mathematics as a logical system that includes definitions, axioms, and theorems, and to understand and use mathematical notation and advanced symbols. |
| 12. | Assign and assess work through progress monitoring and summative assessments that include illustrations of student thinking such as open-ended questions, investigations, and projects. |

**Signature of Teacher Candidate**

**Signature of 449S Instructor**
Department of Secondary Education
EDSC 449S – Seminar in Secondary Teaching (Science)
Fall 2014

Location: MH 564
Day and Time: Thursday 4-6:45
Instructor: Tara Barnhart
Office: CP 600-23
E-mail: tbarnhart@fullerton.edu
Phone: (657) 278-3113 (email preferred)
Office hours: Wednesday 11AM -1 PM, Thursday noon- 1 PM
Technical support: (657) 278-7777

Table 1: Education Unit Conceptual Framework

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**EDUCATION UNIT CONCEPTUAL FRAMEWORK**

**Mission**
The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

**Program Outcomes and Indicators**
After successful completion of a program of study, our credential recipients and program graduates are:

1. **Knowledgeable and Competent Specialists who**
   a) demonstrate a strong foundation of knowledge
   b) implement effective practice
   c) use current technologies for teaching and learning

2. **Reflective and Responsive Practitioners who**
   a) advance just, equitable, and inclusive education
   b) make informed decisions
   c) participate in collaborative endeavors
   d) think critically and creatively

3. **Committed and Caring Professionals who**
   a) demonstrate leadership potential
   b) maintain professional and ethical standards
   c) engage in continuous improvement
COLLEGE OF EDUCATION CORE VALUES

We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found at the faculty documents section of the COE website.

DEPARTMENT OF SECONDARY EDUCATION MISSION

The Mission of the Department of Secondary Education is to develop quality secondary school teachers. We are committed to providing a program that reflects the complex contexts of the secondary classroom and models a professional community where learning is interactive and dynamic. Our philosophy is to prepare educational leaders through a course of study which bases practice upon knowledge of current research in curriculum and instruction. We develop students as life-long learners, reflective practitioners, and change agents who positively influence decision-making in schools and communities to improve the education of adolescents.

RESPONSE TIME

Please email me directly with any questions about the course. You can expect a response within 48 hours (except weekends).

COURSE COMMUNICATION

All course announcements and personal email are sent through TITANium which only uses CSUF email accounts. Therefore, you MUST check your CSUF email on a regular basis (several times a week) for the duration of the course.

COURSE DESCRIPTION

EDSC 449S Seminar in Secondary Teaching (3): Prerequisites: successful completion of Ed Sec 440S, 440F, 442, and 449E. Concurrent enrollment in Ed Sec 449I. Student teaching in a single subject in secondary schools. Taken Credit/No Credit. A “B” (3.0) or better is required to receive a grade of credit.

This course fulfills course requirements for the Single Subject Credential Program only. This course cannot be taken for graduate credit.
STUDENT LEARNING GOALS AND OBJECTIVES

EDSC 449 is designed to complement your fieldwork experience. The position statement on science education from the National Science Teachers Association (NSTA) and the California Teacher Performance Expectations will guide instruction in this course: The goals of this course are similar to those in SCED 442, but a greater level of sophistication and expertise is expected from teaching candidates.

- Promote inquiry-based instruction and provide classroom environments and experiences that facilitate students’ learning of science.
- Involve teachers in the learning of science and pedagogy through inquiry, and integrate knowledge of science, learning, and pedagogy.
- Provide an environment for teachers to continually assess their own teaching and student learning.
- Teach and encourage assessment practices that are varied and focus on both achievement and opportunity to learn, that are consistent with the decisions they are designed to inform, and will result in sound and fair decisions and inferences.
- Emphasize that subject matter stress should be placed on in-depth understandings of unifying concepts, principles, and themes with less emphasis placed upon lower-level skills, such as the memorization of numerous facts.
- Promote the inquiry model as an instructional outcome (knowing and doing) for students to achieve in addition to its use as a pedagogical approach.
- Encourage instruction that provides equitable opportunities for all students and is developmentally appropriate, interesting and relevant to students, inquiry-oriented, and coordinated with other subject matters and curricula.

Through completion of the activities and assignments in this course, you will be able to:

- Make subject matter comprehensible to all students by recognizing individual learning and cultural differences.
- Deliver effective, inquiry-based instruction that engages, motivates, and challenges all students.
- Make responsible choices about subject matter emphasis and course pacing taking into account current learning theory and current state content standards.
- Monitor student learning through the use of formative and summative assessments.
- Analyze and utilize assessment results to improve instruction and student learning.
- Create and maintain an effective learning environment for students.
- Abide by professional, legal and ethical obligations of educators in the state of California.
- Think systematically about your practice and learn from experience.

REQUIRED TEXTS


*Recommended texts include:*


*OTHER REQUIRED MATERIALS*

A computer with access to the Internet is a must. Since some of your readings are online, you should also have access to a computer with a fast enough connection to view videos and download pdf files. Current technical requirements are available at [www.csufextension.org/Classes/ServiceAndSupport.aspx#support](http://www.csufextension.org/Classes/ServiceAndSupport.aspx#support). Adobe Acrobat Reader is available for a free download at [http://www.adobe.com/products/acrobat/readstep2.html](http://www.adobe.com/products/acrobat/readstep2.html).

Students will download the following:

- **Single Subject Credential Program Handbook**: CSU Fullerton Department of Secondary Education at [ed.fullerton.edu/SecEd/STHandbook/Index.htm](http://ed.fullerton.edu/SecEd/STHandbook/Index.htm).


It is also recommended students become a member of the Fullerton chapter of the Student California Teachers Association at [http://clubs.rCampus.com/CSUFSCTA](http://clubs.rCampus.com/CSUFSCTA). NSTA (National Science Teachers Association) at [www.nsta.org](http://www.nsta.org). California Science Teachers Association at [http://www.cascience.org](http://www.cascience.org) as well as the association appropriate to their particular discipline (NABT for life science at [www.nabt.org](http://www.nabt.org), AAPT for physics at [www.aapt.org](http://www.aapt.org)).
NESTA or NAGT for earth science teachers at [www.nestanet.org](http://www.nestanet.org),
or [http://nagt.org/index.html](http://nagt.org/index.html), or NMLSTA for middle school science teachers

One of the requirements of the TPA is to videotape your own classroom. For this, you need
a videocamera (either digital or video) and the ability to covert that file to
a digital format suitable for uploading through TaskStream. Additionally, it is important
that reviewers be able to hear you and your students in the video. If the microphone on the
videocamera is not sufficient, you must use additional microphones. Check with your
campus to see if these items are available to borrow before purchasing your own. The
department of Secondary Education has a camera that can be checked out in person
through the instructor if needed.

As communication for this course is largely routed through TITANium, it is important that
you understand how to use this interface. For assistance with technology issues with
TITANium, Titan Apps, or e-mail, contact the Help Desk at (657) 278-7777
or helpdesk@fullerton.edu. They are available via phone seven days a week, 24 hours a
day. You can also contact the Online Classes Support Desk toll free at (866) 511-5991 or
via e-mail at distance-ed@fullerton.edu. They are available Monday through Friday from
7:00 AM to 9:00 PM P.S.T. For difficulty with software applications specific to this course,
contact the instructor via phone, Skype or e-mail during office hours. E-mail will get a
response from me within a minimum of 48 hours.

You can get FREE and low-cost software for being an active CSUF student. Software can be
requested from the CSUF Information Technology website.

**ATTENDANCE & PARTICIPATION**

Participation in class and online accounts for 20% of your grade in the course. Since this
class revolves so heavily around collaborative discussion and groupwork, it is essential to
your learning and the learning of your fellow students that you actively and productively
participate each week. Having said this, I understand that emergencies sometimes occur. If
an emergency arises, please inform me as soon as possible. You can expect me to respond
to any call or e-mail within at least 48 hours. Be aware that you are responsible for the
work you missed regardless of the nature of the absence.

**GRADING POLICY**

This course is CREDIT/NO CREDIT. A student must earn the equivalent of an A or B (3.0 or
above) for CREDIT. Plus or minus grades will not be used.

**SUBMISSION OF WORK, LATE WORK, AND REVISIONS OF WORK**

All work, unless specifically noted in the syllabus, must be turned in by the due date through
TITANium for full credit. I cannot accept work via e-mail or hard copy. If you have difficulty
using TITANium, please e-mail or call the Help Desk at extension 7777. I am aware that
circumstances sometimes make it difficult to complete assignments by the required due
date. Please be proactive in communicating with me about any difficulties with meeting
course deadlines.
ASSIGNMENTS

✓ Participation in face-to-face and online classes – weekly (20% of grade)
  Participation in class discussion and online forums about selected readings, videos, and
  analysis of work is required. This also includes one, 10-15 minute microteaching event
  during the semester. These will be used as evidence in your final reflective paper.
  Students will earn 2 points each class session for arriving on time and participating
  productively. Students will earn an additional 2 points for the microteaching event for
  completion and adoption of the approaches advocated in the course. My feedback will
  be provided in Titanium.

✓ Lesson plans – weekly (70% of grade)
  Daily lesson plans using the weekly CSUF template and a unit map will be submitted
  along with all supporting materials by midnight each Sunday. You will upload these to a
  digital site of your choosing (Dropbox, website, Google Drive, etc.) and either send me a
  password or invitation to view your plans. Feedback on your plans will be provided in
  Titanium. Please consult the SECTEP lesson plan policy. You are not permitted to teach
  without a written lesson plan. The lessons should be standards-based and reflect
  inquiry principles. Lessons must include enough detail so that someone else (like a
  substitute teacher) could pick them up and teach from them. This means that specific
  media you wish to use, specific questions you plan to ask, specific concepts you plan to
  highlight during lecture, or activities must be specified. Students will earn 2 points per
  week for lesson plans based on completion and response to feedback given by the
  instructor.

✓ Standard 8 Evaluation – due week 14 (5% of grade)
  To confirm that you have opportunities to learn practice, reflect on your progress
  toward the program and course goals and receive feedback on this progress, you will
  complete a self-assessment found here: http://www.sccphandbook.org/subject-
  specific-evaluation.html and upload it by November 23rd, at 5 P.M., P.S.T. I will review
  your lesson plans and microteaching event notes to determine your achievement of
  these outcomes. My feedback will be provided in Titanium.

✓ Final Reflective Paper – due week 16 (5% of grade)
  As a culminating assignment, you will take a critical look back at your growth and
  development as an educator over the past year. Discuss the ways your theories about
  learning, instruction, assessment and motivation have changed over the course of the
  program in a one to two page written response. Upload this response by December 19th
  at 5 P.M. P.S.T. Students will earn 2 points for the reflective paper based on
  thoughtfulness of the response. My feedback will be provided in Titanium.

EXAMINATIONS

There are no examinations for this course.

EXTRA CREDIT

There is no extra credit available for this course.

BEHAVIOR POLICY/NETIQUETTE

As working collaboratively and building an atmosphere of trust and respect is critical to
accomplish the course goals and objectives as you develop critical colleagueship, it is
expected that you adhere to appropriate norms of conduct in your in-class and online
interactions. In order to develop as professionals, it is important that you question classmates’ teaching beliefs, assertions, and practices, but in a professional, and respectful manner. Carefully review these standards of conduct at http://www.albion.com/netiquette/corerules.html. I will be “present” and monitoring online interactions. Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students' ability to learn and instructors’ ability to teach. A student responsible for disruptive behavior may be banned from participating in the course pending discussion and resolution of the problem and may be reported to the Dean of Students Office, Judicial Affairs for further action.

TECHNICAL REQUIREMENTS

Single Subject Credential Program Technology Competency Policy

In prerequisite and credential courses in the Single Subject Credential Program, students will be expected to:

1. Meet California State Fullerton’s level of computer competency for entering freshmen.
   All entering students are expected to be knowledgeable in the use of a personal computer (PC or Macintosh) prior to being admitted to the university. Entering students should have 1) the ability to use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives and on secondary storage devices such as floppy disks; 2) the ability to use a word-processing program that runs on a PC or Macintosh computer to create, edit, format, store, retrieve, and print documents; 3) the ability to use an electronic mail system to receive, create, edit, print, save, and send an e-mail message with and without an attached file; and 4) the ability to use an Internet browser to search the World Wide Web.

2. Have ongoing reliable access to a computer with Internet connectivity for regular course assignments;

3. Utilize Microsoft® Office 2013 (for P.C.) or 2011 (for Mac) including Word, PowerPoint, and Excel to learn content and communicate with colleagues and faculty; have the ability to regularly print assignments;

4. Maintain and access three times weekly a student email account;

5. Use Internet search and retrieval skills to complete assignments;

6. Upgrade his/her skills in educational technology throughout the program;

7. Apply his/her educational technology skills to complete expected competencies;

8. Utilize other software applications as course requirements dictate;

9. Utilize TITANium to access course materials and complete assignments; and

10. Create lessons that require K-12 student use of educational technologies to improve achievement.

UNIVERSITY INFORMATION

Withdrawal Policy (excerpted from UPS 300.016)

Students may withdraw from the course up to the university withdrawal date as set by the office of Admissions and Records. The authorization for a student to withdraw from a course after this date and prior to the last twenty percent of instruction in a term shall be granted for only the most serious and compelling reasons. A serious and compelling reason is defined as a physical, medical, emotional or other condition which has the effect of limiting
the student’s full participation in the class and which is clearly beyond the student’s control. The student must provide credible documentation for such reasons. Poor academic performance is not evidence of a serious and compelling reason for withdrawal. The UPS policy regarding withdrawal can be found on the Academic Senate webpage.

Titanium – Technical Difficulties
As a registered student you are enrolled in Titanium. You may access Titanium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact 657-278-5619. If you still need more help, contact 657-278-7777. Check Titanium weekly, the night before class, for any pertinent or last minute, updated information.

In case of technical difficulties with TITANium, the instructor will communicate with students directly through CSUF email, and assignments can be sent through email, faxed or mailed to the Department of Secondary Education. In the case email doesn’t work, students should call the department coordinator at 657-278-7769 for further direction.

Students with Special Needs
Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disability Support Services (DSS) Office in order to be accommodated in their courses.

Academic Dishonesty Policy
Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021 found at the UPS section of the Academic Senate website.

CSUF Writing Center
The Writing Center offers all registered CSUF students the opportunity to receive writing assistance. In half hour long tutorials, the students who come to the Writing Center will work with a tutor to create and/or improve specific assignments and, more importantly, to improve their overall writing skills. Students can expect to engage in conversation about their assigned topics, the point or thesis of their writing, ways to organize and develop ideas, or how to improve sentence structure and mechanics so as to convey the intended meaning of the essay. The Writing Center is located in MH 45, the basement of McCarthy
University Learning Center
The goal of the University Learning Center is to provide all CSUF students with academic support in an inviting and contemporary environment. The staff of the University Learning Center is carefully selected and trained to assist students with their academic assignments, general study skills, and computer user needs. The ULC is located in the Pollack Library North, 2nd Floor. The services that the ULC provide to the CSUF students include an open computer lab, tutoring, workshops, online tutoring, and collaborative learning. The online tutoring option allows students to submit their paper for constructive feedback. More information can be found on the University Learning Center website.

Two week plan for distant instruction should on-campus instruction be interrupted
In case of instruction interruption, please check the course website for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Titanium groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444

Emergency Contact
In the event of emergency, contact the University Police at 657-278-3333. Additional information can be found at the CSUF Emergency Preparedness website.

Library Support
Pollak Library Assistance available for Online Students with online instruction guidelines are available on the CSUF library website.

CALIFORNIA STATE COMMISSION ON TEACHER CREDENTIALING POLICIES & GUIDELINES

California Commission on Teacher Credentialing
The Single Subject Credential Program at California State University Fullerton is fully accredited by the California Commission on Teacher Credentialing (CTC) and the National Council for Accreditation of Teacher Education (NCATE). The College of Education and all associated programs passed the most recent accreditation with a 100% rating (Excellent job CSUF!).

The Single Subject Credential Program adheres to all the CTC requirements on teacher credentialing. Information on credential program requirements, accreditation and steps to earning a teaching credential in California can be accessed on the CTC website.

California Standards for the Teaching Profession
The Single Subject Credential Program promotes and incorporates the California Standards for the Teaching Profession (CSTP). The Standards are based on current research and expert advice pertaining to best teaching practice. The Standards are organized around six interrelated categories of teaching practice. The six standards are for:

- Engaging and Supporting All Students in Learning
Creating and Maintaining Effective Environments for Student Learning
• Understanding and Organizing Subject Matter for Student Learning
• Planning Instruction and Designing Learning Experiences for All Students
• Assessing Student Learning
• Developing as a Professional Educator

Together these six standards represent a developmental, holistic view of teaching and are intended to meet the needs of diverse teachers and students in California. Each standard is introduced in narrative which can be accessed on the CSTP website.

**Teaching Performance Expectation (TPE)**
Based on the California Standards for the Teaching Profession, the Teaching Performance Expectations (TPE) describe the set of knowledge, skills and abilities beginning teachers should have and be able to demonstrate. The complete text of the TPEs can be accessed on the TPE website. A helpful resource is available through Cal State Teach on the CalTPE website.

**Teaching Performance Assessment (TPA)**
Part of the requirements for earning a teaching credential in addition to completion of this course and fieldwork placement is successful passage of the Cal TPA tasks 3 and 4 with a score of 3 or better. Readings and activities in this course are designed to help prepare you to craft appropriate instruction for your students and responses on the Cal TPA tasks. Although I can provide general guidance on the Cal TPA, I cannot provide specific feedback per state guidelines. Cal TPA tasks are designed to increase in complexity as you progress through your credential program. It is critical that you devote sufficient time to thinking about and writing your response to these tasks. Part of this involves the selection of and research on “focus students.” It is very important that you read and follow the guidelines for completion detailed in the Cal TPA Candidate Handbook (http://www.ctc.ca.gov/educator-prep/TPA-files/CandidateHandbook.pdf). If there are any complications with your fieldwork placement that will interfere with your ability to complete tasks 3 and 4 per the state guidelines, notify me immediately. Please see the brief description of tasks 3 and 4 below.

**TPA 3, Assessing Learning**

The candidate” demonstrates the ability to design developmentally-appropriate student assessment activities, based on state-adopted academic content standards for students that measure student learning.” This class should be different than the class the candidate used for TPA 2. This class must have an EL focus student AND a student with an identified special need. This is the only TPA that requires a student with an IDENTIFIED special need be placed in the classroom. (To clarify, the focus students in TPA 3 must be different than the focus students in TPA 2.)

**TPA 4, The Cumulative Teaching Experience**

The candidate completes this six-step written and video recorded task. The candidate may choose to use a class that s/he used in TPA 2 or 3 if desired. The focus students, however, may not be repeated. The candidate needs new focus students. One focus student must
be an EL and the second focus student must be a student with a different instructional challenge.

***TPA 3, Assessing Learning, will be due on October 9th ***
***TPA 4, The Cumulative Teaching Experience, will be due no later than November 20th ***

COURSE CALENDAR

<table>
<thead>
<tr>
<th>Week 1, August 28</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How can I effectively use motivation in my instruction and classroom design?</strong></td>
</tr>
<tr>
<td>*Introduction to the course</td>
</tr>
<tr>
<td>*Review motivation theories and the TARGET framework</td>
</tr>
<tr>
<td>*Read and discuss <em>Motivation: What Teachers Need to Know</em> (Ames, 1990) and selections from <em>Activating the Desire to Learn</em> (Sullo, 2007)</td>
</tr>
</tbody>
</table>

**Assignments Due**
Weekly lesson plans

<table>
<thead>
<tr>
<th>Week 2, September 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are different types of learning goals and how can I craft appropriate learning goals?</strong></td>
</tr>
<tr>
<td>*Peer review of unit plans using UbD rubric</td>
</tr>
<tr>
<td>*Read “Module E: The UbD template” in <em>UbD Guide</em></td>
</tr>
<tr>
<td>*Read <em>Anchoring Events</em> from tools4teachingscience.org</td>
</tr>
<tr>
<td>*Practice writing learning goals</td>
</tr>
<tr>
<td>*Begin Popplet on NGSS</td>
</tr>
</tbody>
</table>

**Assignments Due**
Weekly lesson plans

<table>
<thead>
<tr>
<th>Week 3, September 11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How can I effectively measure student learning?</strong></td>
</tr>
<tr>
<td>*Review case studies using the UbD rubric</td>
</tr>
<tr>
<td>*Review the 6 Facets of Understanding</td>
</tr>
<tr>
<td>*Begin development of an assessment tool</td>
</tr>
<tr>
<td>*Read “Module G: The UbD template” in <em>UbD Guide</em></td>
</tr>
</tbody>
</table>

**Assignments Due**
Weekly lesson plans

<table>
<thead>
<tr>
<th>Week 4, September 18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How can I effectively collect evidence of student learning?</strong></td>
</tr>
<tr>
<td>*Read and discuss <em>Assessment Crisis</em> (Stiggins, 2002)</td>
</tr>
</tbody>
</table>

Single Subject Credential Program, California State University Fullerton, 2013
*Bring assessment tool to class for peer review using the 2 Question Validity Test

Assignments Due
Weekly lesson plans

Week 5, September 25

How can I support the learning of all students?
*Read and discuss Ch 5 of Teaching Adolescents with Disabilities
*Review resources for students with special needs
*Review strategies for effective co-teaching
*Guest speaker

Assignments Due
Weekly lesson plans

Week 6, October 2

How can I effectively analyze evidence of student learning?
*Conduct peer analysis of assessment results (bring assessment results to class)
*Read Public Representations of Students’ Thinking from tools4teachingscience.org
*Develop a public representation model

Assignments Due
Weekly lesson plans

Week 7, October 9

ONLINE – TPA 3 due
*Read Questioning the Questions (Tienken et al., 2009) and Discourse Primer from tools4teachingscience.org

Assignments Due
Weekly lesson plans

Week 8, October 13

How can I and why should I promote classroom discourse?
*Discuss Questioning the Questions (Tienken et al., 2009) and Discourse Primer from tools4teachingscience.org
*Watch and discuss video from tools4teachingscience.org

Assignments Due
Weekly lesson plans

Week 9, October 16

How can I elicit students’ ideas about science?
* Read and discuss Eliciting Student Ideas and Working on Student Ideas tools from tools4teachingscience.org
*Apply Eliciting Student Ideas tool to an upcoming lecture
*Watch and discuss video from tools4teachingscience.org

**Assignments Due**

Weekly lesson plans

**Week 10, October 23**

*How can I support students in making sense of material activities?*
*Review reflections on Eliciting Student Ideas from week 9*
*Read and discuss Making Sense of Material Activity from tools4teachingscience.org*
*Apply tool to laboratory activity from your classroom (bring a lab activity to class)*

**Assignments Due**

Weekly lesson plans

**Week 11, October 30**

*How can I press students for evidence-based, scientific explanations?*
*Review reflections on Making Sense of Material Activity from week 10*
*Read and discuss Pressing Students for Evidence-Based Explanations from tools4teachingscience.org*
*Apply tool to a video clip of a student’s explanation of a scientific concept*
*Build a model-evidence link (MEL) diagram for class next week*

**Assignments Due**

Weekly lesson plans

**Week 12, November 6**

*How can I effectively report student learning?*
*Share MEL diagrams*
*Read Chapters 2 & 5 and Chapter 3 - Semantic Feature Analysis (pp. 29-34) in Reading and Writing in Science and Supporting evidence-based decisions from tools4teachingscience.org*
*Create an anticipation guide, RAFT prompt, OR a Semantic Feature Analysis for class week 13*

**Assignments Due**

Discussion & Deliberation Lesson Plan
Discussion Forum – Discussion Strategies

**Week 13, November 13**

*How can I effectively report student learning?*
*Share anticipation guide, RAFT prompt, or semantic feature analysis*
*Bring grading policy to class*
*Complete Grading Survey*
*Read and discuss The Case Against Zero (Reeves, 2004) and What are Grades For (Marzano, 2000)*
*Brainstorm grading systems*
Assignments Due
Weekly lesson plan

Week 14, November 20

ONLINE – TPA 4 due
*Complete and upload Standard 8 self-assessment by November 23rd, 5 P.M., P.S.T.

Assignments Due
Weekly lesson plan

Fall Recess November 24-29 | No Class

Week 15, December 4

What have I learned and what do I still need to know?
*Closure and wrap-up

Assignments Due
Weekly lesson plan

Week 16, December 13-19 | CSUF Finals Week

*Submit reflective paper by December 19th at 5 P.M. P.S.T.
Course Syllabus and Calendar

Education Unit Conceptual Framework

a transformational journey toward educational advancement and achievement

Instructor: Jeff Kim, Ed.D.  
Course Location: EC 66  
Course Time: Tuesdays 4:00-6:45

Office: EC 66  
E-mail: jekim@fullerton.edu; kim_je@auhsd.us  
Phone: (714) 458-7947

Office Hours: Tuesday from 6:45-7:45PM

Required Materials and Textbooks:

Other instructional material:

College of Education and Department of Secondary Education Mission and Goals

Core Values
We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

Mission Statement
Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

Student Outcomes and Indicators
After successful completion of a program of study, our credential recipients and program graduates are:

Outcome 1: Knowledgeable and Competent Specialists
- Demonstrate strong foundation in subject matter or field of study
- Demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- Demonstrate ability to use technology as a resource

Outcome 2: Reflective and Responsive Practitioners
- Promote diversity
- Make informed decisions
- Engage in collaborative endeavors
- Think critically

Outcome 3: Committed and Caring Professionals
- Become change agents
- Maintain professional and ethical standards
- Become life-long learners

The Mission of the Department of Secondary
The Mission of the Department of Secondary Education is to develop quality secondary school teachers. We are committed to providing a program that reflects the complex contexts of the secondary classroom and models a professional community where learning is interactive and dynamic. Our philosophy is to prepare educational leaders through a course of study which bases practice upon knowledge of current research in curriculum and instruction. We develop students as life-long learners, reflective practitioners, and change agents who positively influence decision-making in schools and communities to improve the education of adolescents.

Department of Secondary Education Guidelines and Policies
## Single Subject Credential Program
### Technology Competency Policy
In prerequisite and credential courses in the Single Subject Credential Program, students will be expected to:

1. Meet California State Fullerton's level of computer competency for entering freshmen ([http://www.fullerton.edu/senate/PDF/300/UPS320-030.pdf](http://www.fullerton.edu/senate/PDF/300/UPS320-030.pdf)):
   All entering students are expected to be knowledgeable in the use of a personal computer (PC or Macintosh) prior to being admitted to the university. Entering students should have 1) the ability to use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives and on secondary storage devices such as floppy disks; 2) the ability to use a word-processing program that runs on a PC or Macintosh computer to create, edit, format, store, retrieve, and print documents; 3) the ability to use an electronic mail system to receive, create, edit, print, save, and send an e-mail message with and without an attached file; and 4) the ability to use an Internet browser to search the World Wide Web.
2. Have ongoing reliable access to a computer with Internet connectivity for regular course assignments;
3. Utilize Microsoft® Office 2007 (for P.C.) or 2004 (for Mac) including Word, PowerPoint, Publisher, and Excel to learn content and communicate with colleagues and faculty; have the ability to regularly print assignments;
4. Maintain and access three times weekly a student email account;
5. Use Internet search and retrieval skills to complete assignments;
6. Upgrade his/her skills in educational technology throughout the program;
7. Apply his/her educational technology skills to complete expected competencies;
8. Utilize other software applications as course requirements dictate;
9. Utilize Blackboard to access course materials and complete assignments; and
10. Create lessons that require K-12 student use of educational technologies to improve achievement.

### Withdrawal Policy (excerpted from UPS 300.016)
Students may withdraw from the course up to the university withdrawal (The current withdrawal date can be found on the Admissions and Records). The authorization for a student to withdraw from a course after the census date and prior to the last twenty percent of instruction in a term shall be granted for only the most serious and compelling reasons. A serious and compelling reason is defined as a physical, medical, emotional or other condition which has the effect of limiting the student’s full participation in the class and which is clearly beyond the student's control. The student must provide credible documentation for such reasons. Poor academic performance is not evidence of a serious and compelling reason for withdrawal. ([http://www.fullerton.edu/senate/PDF/300/UPS300-016.pdf](http://www.fullerton.edu/senate/PDF/300/UPS300-016.pdf))

### Academic Dishonesty (excerpted from UPS 300.021)
Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill, which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one's own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021, ([http://www.fullerton.edu/senate/](http://www.fullerton.edu/senate/)).

### Students with Special Needs
Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disabled Student Services Office in order to be accommodated in their courses.

### CSUF Writing Center
The Writing Center offers all registered CSUF students the opportunity to receive writing assistance. In half hour long tutorials, the students who come to the Writing Center will work with a tutor to create and/or improve specific assignments and, more importantly, to improve their overall writing skills. Students can expect to engage in conversation about their assigned topics, the point or thesis of their essay. The Writing Center is located in MH 45, the basement of McCarthy Hall, on the campus of California State University, Fullerton, (657) 278-3650. ([http://hss.fullerton.edu/english/wec/](http://hss.fullerton.edu/english/wec/))

### University Learning Center
The goal of the University Learning Center is to provide all CSUF students with academic support in an inviting and contemporary environment. The staff of the University Learning Center is carefully selected and trained to assist students with their academic assignments, general study skills, and computer user needs. The ULC is located in the Pollock Library North, 2nd Floor. The services that the ULC provide to the CSUF students include an open computer lab, tutoring, workshops, online tutoring, and collaborative learning. The online tutoring option allows students to submit their paper for constructive feedback. ([http://www.fullerton.edu/ulc/](http://www.fullerton.edu/ulc/))

### EMERGENCY PROCEDURE NOTICE TO STUDENTS
The safety of all students attending California State University Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personnel responsibilities and the
University's emergency response procedures. In the event of an emergency please adhere to the following guidelines.

Before an emergency occurs:
1. Know the safe evacuation routes for your specific building and floor.
2. Know the evacuation assembly areas for your building.

When an emergency occurs:
1. Keep calm and do not run or panic. Your best chance of emerging from an emergency is with a clear head.
2. Evacuation is not always the safest course of action. If directed to evacuate, take all of your belongings and proceed safely to the nearest evacuation route.
3. Do not leave the area, remember that faculty and other staff members need to be able to account for your whereabouts.
4. Do not re-enter building until informed it is safe by a building marshal or other campus authority.
5. If directed to evacuate the campus please follow the evacuation routes established by either parking or police officers.

After an emergency occurs:
1. If an emergency disrupts normal campus operations or causes the University to close for a prolonged period of time (more than three days), students are expected to complete the course assignments listed on the syllabus as soon as it is reasonably possible to do so.
2. Students can determine the University's operational status by checking the University's web site at http://www.fullerton.edu, calling the University's hotline number at 657-519-0911, or tuning into area radio and television stations. Students should assume that classes will be held unless they hear or read an official closure announcement.

**EMERGENCY CALLS**

DIAL 9-1-1

All campus phones and cell phones on campus reach the University Police Department
Non-emergency line: (657) 278-2515

24-hour recorded emergency information line: (657) 519-0911

**TWO WEEK PLAN FOR DISTANCE INSTRUCTION SHOULD ON-CAMPUS INSTRUCTION BE INTERRUPTED** In case of instruction interruption, please check the course Blackboard site for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Blackboard groupings), and text and electronic readings. For additional information, call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 714-278-4444.

**California State Commission on Teacher Credentialing Policies and Guidelines**

**California Commission on Teacher Credentialing**
The Single Subject Credential Program at California State University Fullerton is fully accredited by the California Commission on Teacher Credentialing (CTC) and the National Council for Accreditation of Teacher Education (NCATE). The College of Education and all associated programs passed the most recent accreditation with a 100% rating (Excellent job CSUF!).

The Single Subject Credential Program adheres to all the CTC requirements on teacher credentialing. Information on credential program requirements, accreditation and steps to earning a teaching credential in California can be accessed at:
http://www.ctc.ca.gov

**California Standards for the Teaching Profession**
The Single Subject Credential Program promotes and incorporates the California Standards for the Teaching Profession (CSTP). The Standards are based on current research and expert advice pertaining to best teaching practice. The Standards are organized around six interrelated categories of teaching practice. The six standards are for:
- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Together these six standards represent a developmental, holistic view of teaching and are intended to meet the needs of diverse teachers and students in California. Each standard is introduced in narrative which can be accessed at: http://www.ctc.ca.gov/reports/cstpreport.pdf

**Teaching Performance Expectations**

Based on the California Standards for the Teaching Profession, the Teaching Performance Expectations (TPE) describe the set of knowledge, skills and abilities beginning teachers should have and be able to demonstrate. The complete text of the TPEs can be accessed at: http://www.ctc.ca.gov/educator-prep/TPA-files/CandidateHandbook-AppendixA-TPEs.pdf

**Teaching Performance Assessment**

Based on the Teaching Performance Expectations, the Teaching Performance Assessment (TPA) evaluates beginning teacher’s competencies in the six standard domains. Students will complete Task 1 and Task 2 in EDSC 440S in the first semester of the program.
and will complete Task 3 and Task 4 in EDSC 460 in the second semester of the program. Additional information regarding the TPA can be accessed at: http://www.ctc.ca.gov/educator-prep/TPA.html

<table>
<thead>
<tr>
<th>Course Syllabus and Calendar</th>
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## Course Policies and Information

### Course Catalog Description

**EDSC 449S Seminar in the Secondary Teaching (3):** Prerequisite: successful completion of EDSC 440S, 440F, 442, and 449E. Concurrent enrollment in EDSC 449I. Student teaching in a single subject in secondary schools. Taken Credit/No Credit. A "B" (3.0) or better is required to receive a grade of credit.

#### Participation:
Successful students are expected to come prepared and actively participate in all class sessions.
- Participation includes attentive listening, asking relevant questions, offering constructive information or personal examples, and engaging actively and positively.
- Promote an conducive environment for learning
- Be clear by being specific and giving examples
- Regularly ask questions.
- Respectful Netiquette. On appropriate sites and off the computer when another student or teacher is sharing.
- Welcome disagreement and debate
- Speak for yourself and allow others to express themselves
- Respect differences in opinion, culture, values, nationality, etc.
- Come prepared to share.
- Add to what has already been said, be conscious of time and do not monopolize discussions.

### Course Website (TITANium)

Online course information is available in TITANium. Go to [http://www.fullerton.edu/](http://www.fullerton.edu/) and click on my portal. Students are expected to read the latest news each week during the duration of the course and should be familiar with the following resources:

Contact the Help Desk (657) 278-7777 for Technical Difficulties

**It is recommended you use a current web browser to ensure a smooth TITANium experience.**

### Course Communication

All course announcements and personal email are sent through TITANium. TITANium only uses CSUF email accounts. Therefore, you MUST check your CSUF email on a regular basis (several times a week) for the duration of the course.

### WEB Requirements

Several activities in this class will be conducted online. Therefore, students must:
1. abide by the single subject credential program technology competency policy outlined above;
2. have frequent and dependable internet access with a high speed modem;
3. utilize the latest version of a reliable web browser such as Internet Explorer, Mozilla Firefox, Google Chrome or Safari;
4. utilize a computer that has anti-virus software installed;
5. utilize Microsoft® Office 2007 (word, powerpoint, excel, publisher);
6. type and electronically submit all assignments through TITANium; and
7. be WEB savvy (know how to search, troubleshoot, bookmark, use web collaboration and social networking sites, etc.).

### Netiquette

Each student is expected to conduct himself/herself in a professional manner during the class - taking full advantage of the learning opportunities available. This includes completing all online discussions and assignments, adhering to proper netiquette, and so on. Netiquette refers to a set of behaviors that are appropriate for online activity - especially with e-mail and threaded-discussions. The core rules of netiquette can be found at [http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html). Please read through these netiquette rules to ensure that you are familiar with what will be the expected online behavior for this course.

### Course Objectives, Requirements and Expectations

#### Course Question

The goal of social studies education is to help students construct the necessary knowledge and skills to be active members of a pluralistic democracy. With this goal in mind, the course question is “In what ways can we teach and assess student learning so that all students gain the required knowledge and skills to be active and informed members of a pluralistic democracy?”

#### Student Learning Goals

The overall goal of **Seminar in Secondary Teaching** is to prepare and support pre-service teachers in their student teaching experience in secondary schools. This class is designed to be an extension of the social studies methods course and will extend student’s learning of effective methods to deliver social studies content, engage students in learning, and monitor and assess student progress. Major emphasis will be placed on practical aspects of classroom instruction, including designing content-based lessons, assessing student learning, successfully managing a classroom, and developing valuable interpersonal skills.

#### Course Objectives

- explore various teaching experiences and observe educational processes within a classroom
## Course Syllabus and Calendar

<table>
<thead>
<tr>
<th>Course Objectives</th>
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<tbody>
<tr>
<td>2. establish their goals for their own teaching careers</td>
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<tr>
<td>3. discuss pedagogical practices of effective teaching</td>
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<tr>
<td>4. identify and discuss current issues in social studies education</td>
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<tr>
<td>5. develop detailed, comprehensive unit and lesson plans</td>
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<tr>
<td>6. develop student engagement activities</td>
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<tr>
<td>7. develop and implement appropriate assessment strategies (formative assessment and summative assessment)</td>
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<tr>
<td>8. manage classroom flow</td>
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<tr>
<td>9. manage student behavior</td>
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<tr>
<td>10. collaborate with one another as professionals and communicate with one another in a collegial fashion</td>
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<tr>
<td>11. learn to evaluate and provide feedback for lesson plan design</td>
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<tr>
<td>12. support one another to successfully journey through the student teaching experience with excellence</td>
</tr>
</tbody>
</table>

### Websites


### Authentication of Student Work

Authentication of student work is important in an online class. This is accomplished by requiring multiple measures of student performance, including discussion board postings, individual email conversations, and the multiple assignments you are required to complete. Because many assignments are aligned to your teaching, they allow you to create practical and unique resources for your use as a classroom teacher.

### Discussion Guidelines

Students will be expected to respond to writing prompts that show an in-depth understanding and reflection of the class readings, presentations, past experiences and personal work in the course. Students are expected to post responses to the prompt by the deadline indicated on the course calendar.

### Grading Policy for the Course

This course is Pass/ No Pass. *A grade of B or better is required to progress with a Pass.*

#### Grading:

Every week, participation/attendance/lesson plans will be 10 points per week. Students who are absent to the class will receive one grade reduction for every absence. Students who are absent will also be required to complete any assignments due for that week and a supplemental assignment to make-up learning that was missed in-class. If a student arrives late for class, participation points will be deducted for that class session. If the student does not come prepared to class (i.e. bring lesson plans) they will lose half their points for that week. Dr. Shand has requested to be notified of students who miss more than one class.

**Important note:** Students completing the class for credit only (and not a letter grade) must earn a grade of a B or better to earn a grade of “credit”. A grade of a C or lower will result in a grade of “no credit” for those taking the class credit/no credit (i.e. pass/ fail). The grading scale is as follows:

- A  =  94-100%
- A- =  90-93%
- B+ = 87-89%
- B  =  84-86%
- B- = 80-83%
- C+ =  77-79%
- C  =  74-76%
- C- =  70-73%
- D  =  60-69%
- F  =  below 59%

### Course Breakdown

**Participation:** Attendance, Class Participation, Preparation (i.e. Lesson Plans)  100%

### Mid-Term and Final Exam:
Course Syllabus and Calendar

No Mid-Term or Final.

*Assignment Submission Policy:* Assignments are due at the beginning of the class period. Please submit lesson plans electronically to the instructor. Also bring a hard copy to be utilized in classroom discussion and feedback.

*Late Work Policy:* Failure to come prepared will result in a lowered participation grade.

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**Please check your e-mail and titanium regularly for important announcements!**

**Homework is due at the BEGINNING of class**

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<table>
<thead>
<tr>
<th>Class</th>
<th>Topics and Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td></td>
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<tr>
<td>T: January 29</td>
<td>Introduction</td>
<td>2 Lesson Plans and/or Specified Lesson Plan Materials</td>
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<td></td>
<td>Setting Goals and Expectations</td>
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<tr>
<td><strong>Week 2</strong></td>
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<tr>
<td>T: February 5</td>
<td>Classroom Management</td>
<td>2 Lesson Plans and/or Specified Lesson Plan Materials</td>
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<tr>
<td><strong>Week 3</strong></td>
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<tr>
<td>T: February 12</td>
<td>Gallavan: Chapter 4</td>
<td>2 Lesson Plans and/or Specified Lesson Plan Materials</td>
</tr>
<tr>
<td><strong>Class Online</strong></td>
<td>Formative Assessments</td>
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<tr>
<td><strong>Week 4</strong></td>
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<tr>
<td>T: February 19</td>
<td>Classroom Management Part II</td>
<td>2 Lesson Plans and/or Specified Lesson Plan Materials</td>
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<tr>
<td></td>
<td>Cooperative Learning</td>
<td>Readings</td>
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<tr>
<td><strong>Week 5</strong></td>
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<tr>
<td>T: February 26</td>
<td>Formative Assessments</td>
<td>2 Lesson Plans and/or Specified Lesson Plan Materials</td>
</tr>
<tr>
<td></td>
<td>Gallavan: Chapter 4</td>
<td>Readings</td>
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<tr>
<td><strong>Week 6</strong></td>
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<tr>
<td>T: March 5</td>
<td>Introduction to Common Core 1</td>
<td>2 Lesson Plans and/or Specified Lesson Plan Materials</td>
</tr>
<tr>
<td></td>
<td>Gallavan: Chapter 6</td>
<td>Readings</td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
<td></td>
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<tr>
<td>T: March 12</td>
<td>Summative Assessment</td>
<td>Work on TPA 3 and/or Specified Lesson Plan Material</td>
</tr>
<tr>
<td><strong>Class Online</strong></td>
<td></td>
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<tr>
<td><strong>Week 8</strong></td>
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<tr>
<td>T: March 19</td>
<td>Introduction to the Common Core 2/DBQ</td>
<td>TPA 3 Due</td>
</tr>
<tr>
<td><strong>Week 9</strong></td>
<td></td>
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<tr>
<td>T: March 26</td>
<td>The Job Interview</td>
<td>2 Lesson Plans and/or Specified Lesson Plan Materials</td>
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<tr>
<td><strong>Week 10</strong></td>
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<tr>
<td>T: April 2</td>
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<tr>
<td><strong>HOLIDAY</strong></td>
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<td>No Class</td>
<td>No Class</td>
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<tr>
<td></td>
<td>You MUST attend student teaching assignment if your district is still in session</td>
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<tr>
<td><strong>Week 11</strong></td>
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<td></td>
<td>Introduction to Common Core 3</td>
<td>2 Lesson Plans and/or Specified Lesson Plan Materials</td>
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</tbody>
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Lesson Plan Requirements

Student teachers must have a written lesson plan fully developed and approved before every lesson they teach. The requirements of a lesson plan include:

1. An identified California State Content Standard or Common Core Content Standard
2. Observable and measurable objective(s)
3. Lesson introduction
4. Lesson Body (content delivery, student engagement, critical thinking)
5. Formative and summative assessments
6. Accommodations for striving readers, English language learners, and students with special needs

<table>
<thead>
<tr>
<th>Week 12</th>
<th></th>
<th>Lesson Plan Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>T: April 16</td>
<td>Student Interest</td>
<td>2 Lesson Plans and/or Specified Lesson Plan Materials</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 13</th>
<th></th>
<th>Lesson Plan Materials</th>
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</thead>
<tbody>
<tr>
<td>T: April 23</td>
<td>Document Based Questions</td>
<td>Work on TPA 4 and/or Specified Lesson Plan Material</td>
</tr>
<tr>
<td><strong>Class Online</strong></td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Week 14</th>
<th></th>
<th>Lesson Plan Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>T: April 30</td>
<td>Lesson Plans incorporating Common Core</td>
<td>TPA 4 Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 Lesson Plans and/or Specified Lesson Plan Materials</td>
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<table>
<thead>
<tr>
<th>Week 15</th>
<th></th>
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<tbody>
<tr>
<td>T: May 7</td>
<td>Student Interest (Job Interview/Personal Letter of Interest/Resume)</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Week 16</th>
<th></th>
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<tbody>
<tr>
<td>T: May 14</td>
<td>Goal Setting/ Closure/ Evaluation</td>
<td></td>
</tr>
</tbody>
</table>

Lesson Plan Rubric

<table>
<thead>
<tr>
<th>Objectives and Content Standards</th>
<th>Lesson Introduction</th>
<th>Content Delivery (Method of Instruction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Objectives are clear, well-defined, observable and measurable. Content standard is appropriate.</td>
<td>Objectives are observable and measurable but could be more clearly defined. Content standard is appropriate.</td>
<td>Objectives are weak or inappropriate. Content standard is loosely related to content of the lesson.</td>
</tr>
<tr>
<td>Objectives are not observable and measurable, and/or are inappropriate. Content standard does not match the content of the lesson.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Lesson introduction is engaging, accesses appropriate prior knowledge and makes a clear connection to new content.</td>
<td>Lesson introduction accesses appropriate prior knowledge that is related to the new content.</td>
<td>Lesson introduction accesses prior knowledge that is loosely related to the new content.</td>
</tr>
<tr>
<td>Lesson introduction does not access appropriate prior knowledge. Connection to new content is unclear.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>
Delivery of content is clear, engaging and constructive. Aligns with the content standard and targets the objective. Strategy to deliver new content is student-centered, innovative and effectual.

Delivery of content is appropriate, aligns with content standards and targets the objectives. Strategy to deliver new content may be mostly teacher-centered.

Delivery of content is adequate, but lacks depth. Loosely aligns with content standard and loosely targets the objective. Strategy to deliver new content is only teacher-centered.

Delivery of content is unclear and/or ineffective. Does not target the objectives and/or content standard. Strategy to deliver new content is ineffectual and/or inappropriate.

### Student Engagement Activities (Guided Practice & Critical-Thinking)

<table>
<thead>
<tr>
<th>8</th>
<th>6</th>
<th>4</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student activities are clear, engaging and constructive. Activities align with the content standards and target the objectives. Opportunities for critical-thinking are innovative and effectual.</td>
<td>Student activities are appropriate, align with the content standard and target the objectives. Opportunities for critical-thinking are moderate.</td>
<td>Student activities are adequate, but lack depth. Activities loosely align with content standards and objectives. Opportunities for critical-thinking are minimal.</td>
<td>Student activities are unclear and/or ineffective. Activities do not target the objectives and/or content standard. Opportunities for critical-thinking are absent.</td>
</tr>
</tbody>
</table>

### Assessment (Checking for Understanding & Demonstrated Learning)

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<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>Opportunities to check for understanding are abundant and productive. The summative assessment strongly aligns with the lesson objective.</td>
<td>Opportunities to check for understanding are adequate. The summative assessment aligns with the lesson objective.</td>
<td>Opportunities to check for understanding are minimal. The summative assessment loosely aligns with the lesson objective.</td>
<td>Opportunities to check for understanding are absent. The summative assessment does not align with the lesson objective.</td>
</tr>
</tbody>
</table>

### Lesson Closure

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>Lesson closure provides a summary of the lesson and an opportunity for critical-thinking.</td>
<td>Lesson closure provides an appropriate summary of the lesson.</td>
<td>Lesson closure provides a loose summary of the lesson.</td>
<td>Lesson closure is absent or inappropriate.</td>
</tr>
</tbody>
</table>

### Accommodations for English Learners, Striving readers and Students with Special Needs

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies to help English Learners, Striving readers and Students with Special Needs are effective and engaging.</td>
<td>Strategies to help English Learners, Striving readers and Students with Special Needs are appropriate.</td>
<td>Strategies to help English Learners, Striving readers and Students with Special Needs are minimal.</td>
<td>Strategies to help English Learners, Striving readers and Students with Special Needs are absent or inappropriate.</td>
</tr>
</tbody>
</table>

### Instructional Resources/Technology Integration

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>The instructional resources, including technology tools, are well-developed, engaging, interactive and enhance the quality and content of the lesson.</td>
<td>The instructional resources, including technology tools, are appropriate, well-developed and contribute to the quality and content of the lesson.</td>
<td>The instructional resources, including technology tools, are not well-developed and minimally add to the content or quality of the lesson.</td>
<td>Appropriate instructional resources, including technology tools, are not utilized, or they distract from the quality and content of the lesson.</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

| /40 |
EDSC 499S-03: SEMINAR IN SECONDARY TEACHING
Spring 2014

Location: EC 024A
Day and Time: Tuesday 4:00 p.m. – 6:45 p.m.
Instructor: Tonja Byrom, M. Ed.
Office: CP 600-7
E-mail: tbyrom@fullerton.edu
Phone: (657) 278-3127
Office hours: Tuesdays 1– 3 p.m.; Wednesdays 3:30– 4 p.m. (Online); Fridays 11:45 – 12:15 p.m. FJUSD Board Room;
Additional hours are also available by appointment.
Technical support: (657) 278-7777

Table 1: Education Unit Conceptual Framework

EDUCATION UNIT CONCEPTUAL FRAMEWORK

Mission
The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

Program Outcomes and Indicators
After successful completion of a program of study, our credential recipients and program graduates are:

1. Knowledgeable and Competent Specialists who
   a) demonstrate a strong foundation of knowledge
   b) implement effective practice
   c) use current technologies for teaching and learning

2. Reflective and Responsive Practitioners who
   a) advance just, equitable, and inclusive education
   b) make informed decisions
   c) participate in collaborative endeavors
   d) think critically and creatively

3. Committed and Caring Professionals who
   a) demonstrate leadership potential
   b) maintain professional and ethical standards
   c) engage in continuous improvement
PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES
Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found at the faculty documents section of the COE website.

RESPONSE TIME
Your instructor will respond to messages within 48 hours except weekends. You will likely receive a response more quickly, as your instructor is online throughout most of the day. For general questions or concerns, please contact the EDSC Coordinator at (657) 278-7769.

COURSE DESCRIPTION
EDSC 449S: Seminar in Secondary Teaching (3). Co-requisite EDSC 449I. Seminar on issues in teaching a single subject in the secondary schools. Taken CR/NC. A grade of “B” or better is required to receive credit. This student-centered seminar is dedicated to discussing issues arising from the student teaching experience, expanding, reviewing and practicing world language teaching strategies and methods, and dealing with practical matters relevant to world language instruction. Each meeting will include several of the following components: instructor-led discussion of a pedagogical topic; student-led critiques of lessons; student presentations of classroom learning activities; lesson planning workshops in small groups; guest speakers. The course also features an online component, with students accessing assignments through TITANium and contributing posts to discussion forums.

STUDENT LEARNING GOALS AND RELATED OBJECTIVES
This section presents the course’s student learning goals and lists the learning objectives related to each goal. The objectives indicate the competencies candidates will develop by the end of the course.

During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards in World Languages (Grades K-12). Major emphasis will also be placed on reviewing, expanding, and practicing world language instruction and assessment strategies and methods, including standards- and communication-based lesson design. An additional goal of this course is to provide teacher candidates with the opportunity to discuss issues arising from the student teaching experience and deal with practical matters relevant to world language instruction. Upon completion of this course, students will be able to:

1. High proficiency in the language that allows them to conduct their classes in the target language;
2. Design and implement differentiated instruction based on the levels of language proficiency, needs and strengths of the range of language learners as well as struggling readers and writers, advanced learners, students who use non-dominant varieties of the target language, students with exceptional needs, and students from a variety of educational and linguistic backgrounds;
3. Provide integrated, proficiency- and communication-based instruction and assessment with a commitment to teaching and learning using the four language skills of listening, speaking, reading, and writing thus enabling their students to demonstrate communicative ability in the target language from stage 1 to advanced stages of language acquisition;
4. Knowledge of the nature of language, and of linguistics as well as a thorough understanding of the structural rules and practical use of the target language;
5. An in-depth knowledge and understanding of the cultures and societies in which the target language is spoken, with validation and appreciation of the language and cultures of heritage and native speakers.
6. Assess student progress, both formally and informally, and use the results to inform and plan instruction that advances the learning of all language students;
7. Implement effective language development strategies to engage students and promote numerous opportunities for developing oral language across the curriculum;
8. Improve students’ reading comprehension, including students’ ability to access grade-level texts of increasing depth and complexity and activate background knowledge, make connections, synthesize information, and evaluate texts;
9. Provide writing instruction (inclusive of the writing process) on conventions, domains (i.e. response to literature, informational, persuasive, and technical), research, and applications that address all levels of proficiency from formulation of sentences to multi-paragraph essays;
10. Improve students’ ability to critique texts and media for point of view, bias, power, validity, truthfulness, persuasive techniques, and appeal to both friendly and critical audiences;
11. Emphasize critical thinking and evidence of student learning to inform their best practices in Teaching; and,
12. Effectively use technology to support and enhance their instruction as well as utilize it as a tool for conducting research.

Candidates in English Language Development (ELD), upon completion of this course, will also be able to demonstrate the following:

1. Address the unique needs of long-term English learners that distinguish them from newcomers and other types of English learners;
2. Teach students about the norms and values of US cultures, the culture of schooling and how to access school and community resources;
3. Provide academic language development instruction emphasizing discourse that leads to the production of complex texts; and,
4. Provide systematic vocabulary development that emphasizes high utility words used across curricular areas.

**REQUIRED TEXTS**

2. *Scaffolds for Supporting English Learners within the Common Core State Standards.* Order form: [http://www.ocde.us/SSI/Documents/Scaffold%20Booklet%20Order%20Form%202%5B1%5D.PDF](http://www.ocde.us/SSI/Documents/Scaffold%20Booklet%20Order%20Form%202%5B1%5D.PDF) (For further information please contact the OCDE Services for English Learners and Specialized Instruction office at (714) 966-4445.)

**ADDITIONAL REQUIRED MATERIALS**

2. *California World Language Content Standards.* Available on the TITANium course site.
5. *ELA/ELD Framework (Draft)(ELD Candidates Only).* Available on the TITANium course site.
6. Pacing guides from the department in which you are placed (see your MT or the Dept. Chair at your school site).
7. Teacher Edition (and any available auxiliary materials) of the textbook used for the class(es) you will teach.
8. Assigned readings posted in PDF format on the TITANium course site.
SUGGESTED TEXTS
2. 21st Century Skills Map for World Languages. Available on the TITANium course site.

ATTENDANCE
Attendance in this course is mandatory. Students not present in class will receive a grade of zero for the class discussion and/or activity for the week of the absence.

GRADING POLICY AND GRADING STANDARDS FOR THE COURSE
This course is letter grade only - A, B, C, D, F. A grade of “B” or better is required to receive credit. The required assignments for the course are as follows:

Coursework
Weekly Lesson Plans (13) .......................................................... 650 points
Weekly Lesson Peer Reviews (9) .................................................. 450 points
Weekly Fieldwork Reflections (13) .............................................. 390 points
Assessing Learning Project (1) .................................................... 145 points
Standard 8 Evaluation (1) .......................................................... 50 points

Class Participation
Discussion Forums (2) ............................................................... 30 points
Weekly Participation (15) .......................................................... 375 points

Total
.......................................................................................... 2090 Points

The grade breakdown is the following:
A = 1672-2090
B = 1253-1671
C = 834-1252
D = 415-833
F = 414 and below

EXTRA CREDIT OPTIONS
Candidates have the opportunity to earn extra credit by incorporating 21st Century Skills (P21 skills maps) into their lesson plans. To earn this, candidates must identify the 21st century skill area on their lesson plans (just below where standards are identified) and must also demonstrate the development of the identified skill throughout the lesson/unit.

ASSIGNMENTS (Descriptions follow.)
The planned assignments for this class are as follows:
1. Weekly lesson plans (13);
2. Weekly peer review of lessons (9);
3. Weekly fieldwork reflections (13);
4. Assessing learning project (1);
5. Reading responses (7);
6. Two discussion forums (2);
7. Evaluation of Pedagogical Preparation in World Languages (1); and,
8. Participation
ASSIGNMENT SUBMISSION POLICY
Assignments are due by noon every Tuesday of class on the assigned due date and must be submitted through TITANium. **Weekly lesson plans are due by 10 pm the Saturday before the lessons are to be taught.** Assignments must be typed into the template provided (if applicable). Handwritten assignments will not be accepted. Assignments will not be accepted as attachments to email unless authorization is given by the instructor.

LATE ASSIGNMENTS
Grades for late assignments (including not using required forms/templates) will be reduced 10% each day after the assignment due date (up to 50%) unless approval for late work is given in advance. Late assignments will be accepted up to one week after the original due date.

ASSIGNMENT DESCRIPTIONS

WEEKLY LESSON PLANS (13)
Students are required to submit weekly lesson plans throughout the duration of their second semester. Weekly lesson plans are due by 10 pm the Friday before the lesson is to be taught. Weekly feedback will be provided to you and lesson plans will be graded using the lesson plan scoring guide (in TITANium).

WEEKLY LESSON PEER REVIEW (9)
Students are required to bring two lessons to class each week: one they have taught and one they plan to teach. Students will exchange their lesson plans with two other classmates and review and provide lesson feedback to each partner.

WEEKLY FIELDWORK REFLECTIONS (13)
Each student must submit a weekly reflection on how their fieldwork experience went the previous week. The focus should be on your lessons, classroom management, student engagement, assessment, and/or professional interactions or obligations. At a minimum, your reflection must include something that went well and why, something that did not go well and why, and how you could improve that lesson the next time.

ASSESSING LEARNING PROJECT (1)
This project is designed to provide guidance and hands-on practice with the assessment process as well as additional preparation for TPA 3 (Due March 4th). In this task, you will select a unit of study, identify related learning goals, and plan standards-based, developmentally-appropriate student assessment activities for a group of students. In addition, you will assess student learning and diagnose student needs based on student responses to the assessment activity, and apply this information to your future planning for these students. You will also make assessment adaptations for at least two focus students: an English learner and a student with identified special needs. You will score, review, and analyze evidence of student learning and you will reflect on the assessment implications of this evidence. You will submit your completed response, copies of the assessment(s), selected student assessment responses, and scoring scales, rubrics, and/or scoring guides as appropriate to the content area.

READING RESPONSES/DISCUSSION FORUMS (9)
Students are asked to provide an initial response to a discussion prompt and are expected to show evidence of their learning through thoughtful responses that exhibit knowledge of the required reading. Students must also reply to the initial posts of two other students. You are expected to demonstrate critical thinking and reflection on the assigned topic and **minimal posts will earn minimal points.**
READING ASSIGNMENTS (7)
Reading assignments will be required throughout the semester and are selected specifically to develop your world language teaching pedagogy. They may include excerpts from textbooks, research articles, or other documents uploaded into TITANium. While reading assignments are not tied directly to your grade, discussions of the reading will take place either in class or online and those discussions are directly tied to your grade. Please complete all required reading prior to class.

EVALUATION OF PEDAGOGICAL PREPARATION IN WORLD LANGUAGES (1)
To confirm that candidates have opportunities to learn, practice, and reflect on the subject-specific criteria found in the link below, the CSUF Single Subject Credential Program is implementing this Fall 2014 a new subject-specific assignment in which the second semester 449 instructor assesses candidate proficiency. These forms are found in the SSCP Handbook under Subject-Specific Evaluations (http://www.sscphandbook.org/subject-specific-evaluation.html). Candidates first self-assess and then the student teacher seminar instructor reviews candidate lesson plans to confirm that these requirements have been met.

PARTICIPATION
Participation is mandatory and is based on the students’ ability to meaningfully participate in class activities and discussions. Participation points will be lost if you are absent from class or fieldwork and they cannot be made up.

TECHNICAL REQUIREMENTS

COURSE WEBSITE (CSUF TITANium)
Online course information is available on CSUF TITANium. Go to http://www.fullerton.edu/ and sign in to your student portal. Click on TITANium to access the course. Students are expected to read the announcements in TITANium each week during the duration of the course. Contact the Help Desk (657) 278-7777 for Technical Difficulties.

COURSE COMMUNICATION
All course announcements are sent through TITANium which only uses CSUF email accounts. Additionally, any email communication from your instructor will be sent to your CSUF email account only. Therefore, you MUST check your CSUF email on a regular basis (several times a week) for the duration of the course.

WEB COURSE REQUIREMENTS
This course requires students to use the internet to meet various course requirements. Students who enroll in a WEB course MUST:

1. Abide by the Single Subject Credential Program technology competency policy;
2. Have frequent and dependable internet access with a high speed modem;
3. Utilize the latest version of a reliable web browser (preferably Chrome, Firefox or Safari);
4. Utilize a computer that has anti-virus software installed;
5. Utilize Microsoft® Office 2010 (Word, PowerPoint, Excel, Publisher), Adobe Acrobat, and a variety of Web 2.0 tools;
6. Type and electronically submit all assignments through TITANium; and,
7. Be WEB savvy (know how to search, troubleshoot, bookmark, use web collaboration and social networking sites, etc.).
NETIQUETTE
Each student is expected to conduct himself/herself in a professional manner during the class - taking full advantage of the learning opportunities available. This includes completing all online discussions (for classes arranged to be online) and assignments, adhering to proper netiquette, and so on. Netiquette refers to a set of behaviors that are appropriate for online activity - especially with email and threaded discussions. The core rules of netiquette can be found at http://www.albion.com/netiquette/corerules.html. Please read through these netiquette rules to ensure that you are familiar with what will be the expected online behavior for this course.

UNIVERSITY INFORMATION

CSUF WRITING CENTER
The Writing Center offers all registered CSUF students the opportunity to receive writing assistance. In half hour long tutorials, the students who come to the Writing Center will work with a tutor to create and/or improve specific assignments and, more importantly, to improve their overall writing skills. Students can expect to engage in conversation about their assigned topics, the point or thesis of their writing, ways to organize and develop ideas, or how to improve sentence structure and mechanics so as to convey the intended meaning of the essay. The Writing Center is located on the first floor of the Pollak Library North, on the campus of California State University, Fullerton, (657) 278-3650. (http://english.fullerton.edu/writing_center/)

UNIVERSITY LEARNING CENTER
The goal of the University Learning Center is to provide all CSUF students with academic support in an inviting and contemporary environment. The staff of the University Learning Center is carefully selected and trained to assist students with their academic assignments, general study skills, and computer user needs. The ULC is located in the Pollack Library North, 2nd Floor. The services that the ULC provide to the CSUF students include an open computer lab, tutoring, workshops, online tutoring, and collaborative learning. The online tutoring option allows students to submit their paper for constructive feedback. (http://www.fullerton.edu/ulc/)

TITANium
As a registered student you are enrolled in Titanium. You may access Titanium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact (657) 278-5619. If you still need more help, contact (657) 278-7777. Check Titanium weekly, the night before class, for any pertinent or last minute, updated information.

STUDENTS WITH SPECIAL NEEDS
Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disability Support Services (DSS) Office in order to be accommodated in their courses.

ACADEMIC DISHONESTY POLICY
Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she
deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021 found at the UPS section of the Academic Senate website.

TWO WEEK PLAN FOR DISTANCE INSTRUCTION SHOULD ON-CAMPUS INSTRUCTION BE INTERRUPTED
In case of instruction interruption, please check the course website for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Titanium groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444

EMERGENCY CONTACT
In the event of emergency, contact the University Police at (657) 278-3333. Additional information can be found at the CSUF Emergency Preparedness website.

LIBRARY SUPPORT
Pollak Library Assistance available for Online Students with online instruction guidelines are available on the CSUF library website.

POLICY ON RETENTION OF STUDENT WORK
For the purpose of evaluation, all student work may be retained by the University or its academic employees for a reasonable time. This holds true whether or not the work was produced utilizing State of California resources or materials. Ordinarily, a "reasonable" time for work submitted for a course grade shall be until, at least, the last day of the semester after final grades for the course are assigned.
Week 1, January 20th

**Topic: Welcome to Second Semester!**

**Discussion**
- Course Introduction
- Syllabus and Expectations
- Fieldwork Schedules
- Assessment Project Assignment
- Interactive Review of Key WL Terms and Concepts

**Reading Assignments**
- None

**Assignments Due**
- None

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Week 2, January 27th

**Topic: World Language Classroom Management – Part 1**

**Discussion**
- Creating a positive language learning environment
- Standards of conduct: clear expectations, rewards, and consequences
- Instructions
- Transitions
- Grouping/cooperative learning

**Reading Assignments**
- None

**Assignments Due**
- Weekly Lesson Plan (due the Saturday before class by 10pm)
- Weekly Lesson Peer Review
- Weekly Fieldwork Reflection

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Week 3, February 3rd

**Topic: Proficiency-Oriented Instruction and Assessment in WL – Part 1 (basics)**

**Discussion**
- Forms of Assessment: Best Practices in WL
- Standards- and communication-based learning objectives
- Project-based learning (PBL) and Project-based assessment (PBA)
- Rubrics/checklists/scoring guides
- Multi-Modal Assessment
- Grading Basics

**Reading Assignment**
- Article on PBL (in TITANium)

**Assignments Due**
- Weekly Lesson Plan (due the Saturday before class by 10pm)
- Weekly Lesson Peer Review
- Weekly Reflection
**Week 4, February 10th**

**Topic:** The Modes of Communication – Engaging Students at the Correct Level of Discourse

**Discussion**
- Stage vs. level: What can students do with their language?
- Student engagement and differentiated instruction
- Designing increasingly complex tasks in all modes of communication

**Reading Assignment**
- Mangione excerpt (in TITANium)

**Assignments Due**
- Weekly Lesson Plan (due the Saturday before class by 10pm)
- Weekly Lesson Peer Review
- Weekly Reflection

**Week 5, February 17th**

**Topic:** Student Activities for the 21st Century World Language Classroom - Part 1

**Discussion**
- CCSS and WL: Shared Responsibility in Literacy
- ACTFL Crosswalk
- P21 World Languages Skills Map Activities

**Reading Assignments**
- CCSS and World Languages (article in TITANium)
- P21 World Languages Skills Map (in TITANium). Bring a **print copy** with you to class (no digital copies).

**Assignments Due**
- Weekly Lesson Plan (due the Saturday before class by 10pm)
- Weekly Lesson Peer Review
- Weekly Fieldwork Reflection
- Assessment Project Due – Bring a copy to class for peer review.

**Week 6, February 23rd**

**Topic:** World Language Classroom Management – Part 2

**Discussion**
- Handling business without interrupting instruction
- Digital Management Tools
- Music for Management
- Procedures and routines
- More on grouping/cooperative learning

**Reading Assignments**
- None

**Assignments Due**
- Weekly Lesson Plan (due the Saturday before class by 10pm)
- Weekly Lesson Peer Review
- Weekly Fieldwork Reflection
Week 7, March 3rd - ONLINE - TPA 3 DUE

Topic: TPA 3
Reading Assignments
• None
Assignments Due
• Weekly Lesson Plan (due the Saturday before class by 10pm)
• Weekly Fieldwork Reflection
• TPA 3 due in Taskstream

Week 8, March 10th - ONLINE

Topic: Convergent and Divergent Thinking
Discussion
• Reading Response/Discussion Forum ONLINE
Reading Assignments
• Research articles on Thinking (in TITANium)
Assignments Due
• Weekly Lesson Plan (due the Saturday before class by 10pm)
• Weekly Fieldwork Reflection

Week 9, March 17th

Topic: Proficiency-Oriented Instruction and Assessment in WL – Part 2 (advanced)
Discussion
• Project-based learning (PBL) and Project-based Assessment (PBA)
• Rubrics/checklists/scoring guides and grading
• Assessing all language skills and modes of communication
Reading Assignment
• Research article on PBL (in TITANium)
Assignments Due
• Weekly Lesson Plan (due the Saturday before class by 10pm)
• Weekly Lesson Peer Review
• Weekly Reflection

Week 10, March 24th

Topic: Student Activities for the 21st Century World Language Classroom (Part 2)
Discussion
• Global Competence: Using Technology to Lower the Walls of Your Classroom
• Digital Activities for Practice and Assessment in All Modes of Communication
• Integration of Language Skills
Reading Assignments
• None
Assignments Due
• Weekly Lesson Plan (due the Saturday before class by 10pm)
• Weekly Lesson Peer Review
• Weekly Fieldwork Reflection
Week 11, March 30th – April 5th – SPRING RECESS – NO CLASSES

Week 12, April 7th

Topic: Guided Practice Activities
Discussion
• Student-facilitated activities
Reading Assignments
• None
Assignments Due
• Weekly Lesson Plan (due the Saturday before class by 10pm)
• Weekly Fieldwork Reflection
• Bring a copy (either print or digital) of the Menu of Activities

Week 13, April 14th

Topic: Organization and Grading
Discussion
• Maximizing your learning environment
• Organization and effectiveness
• The impact of grading practices on students and departments
Reading Assignments
• Research article (excerpt) on grading (in TITANium)
Assignments Due
• Weekly Lesson Plan (due the Saturday before class by 10pm)
• Weekly Lesson Peer Review
• Weekly Fieldwork Reflection

Week 14, April 21st – TPA 4 DUE

Topics: The Language Learning Continuum (LLC) and the CA WL Framework & Engaging Students at All Proficiency Levels (heritage speaker, EL, and students with special needs activities)
Discussion
• Levels (revisit)
• Hand-on practice with stages
• Proficiency (ELD descriptors included)
• Differentiating instruction for heritage/ELD/SSN students
Assignments Due
• Weekly Lesson Plan (due the Saturday before class by 10pm)
• Weekly Lesson Peer Review
• Weekly Fieldwork Reflection
Reading Assignments
• The Language Learning Continuum (in TITANium). Bring a print copy with you to class or ensure you have digital access to the document while on campus.
Week 15, April 28th

Topic: Collaboration, PLCs, and Professional Organizations

Discussion
• Benefits of Collaboration
• Professional Learning Communities and Professional Learning Networks
• Benchmarks, CFAs, and data-driven instruction
• Professional Organizations

Reading Assignments
• Research article on teacher collaboration (in TITANium)

Assignments Due
• Weekly Lesson Plan (due the Saturday before class by 10pm)
• Weekly Lesson Peer Review
• Weekly Fieldwork Reflection

Week 16, May 6th

Topic: Wrapping up your year

Discussion
• Applying for your credential
• SSCP Graduation Ceremony
• SOQs

Reading Assignments
• None

Assignment Due
• Evaluation of Pedagogical Preparation in World Languages
Instructor: Marilyn Leuer
Office Phone Number: 657-278-8431
Office Room Number: CP-600-28
Office Hours: Tuesday, 12:15-2:15 Face-To-Face; ONLINE=Thursday, 11:45-12:45 pm. Other days/times are by appointment. In the event of an emergency or scheduling conflict, change notifications will be emailed/posted.
E-mail: mleuer@fullerton.edu
Mandatory Face-to-Face Meetings on 8/27 and 10/15 will be held in LH 404 from 4:00 pm-6:45 pm!

Course Description

Catalog Description: EDSC 460: Seminar in Teaching Performance Expectations.
Prerequisites: EDSC 442. Concurrent enrollment in EDSC 449S and EDSC 449I.
Capstone course includes finalization of Teaching Assessment Documentation (TAD) and documentation of proficiency in California Teaching Performance Expectations required for recommendation of Level I Single Subject Teaching Credential. C/NC. (3 units)
Core Values

We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

Based on our core values, our mission is as follows:

Program Outcomes and Indicators

After successful completion of a program of study, our credential recipients and program graduates are:

Outcome 1: Knowledgeable and Competent Specialists
a) demonstrate strong foundation in subject matter or field of study
b) demonstrate strong understanding and implementation of pedagogical skills or skills in their field
c) demonstrate ability to use technology as a resource

Outcome 2: Reflective and Responsive Practitioners
a) promote diversity
b) make informed decisions
c) engage in collaborative endeavors
d) think critically

Outcome 3: Committed and Caring Professionals
a) become change agents
b) maintain professional and ethical standards
c) become life-long learners

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions. Disposition Statement for Students.

STUDENT LEARNING GOALS: Through completion of the activities/assignments and by scoring at least a “3” on the Assessing Learning Teaching Performance Assessment and the Cumulative Teaching Experience Performance Assessment, you will be able to demonstrate you can:
1. Make subject matter comprehensible to all students by recognizing individual learning and cultural differences.
2. Deliver effective, inquiry-based instruction that engages, motivates and challenges all students.
3. Make responsible choices about subject matter emphasis and course pacing taking into account current learning theory, the California State Content Framework requirements, and the California State Content Standards’ relative weights on the California Standards Tests.

4. Monitor student learning through the use of formative and summative assessments.

5. Analyze and utilize assessment results to improve instruction and student learning.

6. Create and maintain an effective learning environment for students.

7. Abide by professional, legal and ethical obligations of educators in the state of California.

8. Think systematically about your practice and learn from experience.

Course Objectives for EDSC 460:

Students will:

1. Assess their proficiency in the California Teaching Performance Expectations.

2. Reflect on their teaching effectiveness through the design, use, and evaluation of teaching resources (i.e., classroom management plan, assessments, lesson plans, instructional materials).

3. Identify and address areas of needed improvement.

4. Document their proficiency in the California Teaching Performance Expectations through finalization of their Teaching Assessment Documentation (TAD), passage of the Teaching Performance Assessments, and completion of the Individual Induction Plan (I.I.P.); and

5. Meet California Commission on Teacher Credentialing requirements for the preliminary credential.

TEACHING PERFORMANCE EXPECTATIONS

The Teaching Performance Expectations are designed to prompt reflection about student learning and teaching practice and guide, monitor, and assess the progress of a teacher’s practice toward professional goals and professionally-accepted benchmarks. The Expectations address the diversity of students and teachers in California schools today, and reflect a holistic, developmental view of teaching. Thirteen expectations are organized under six standards that are divided into interrelated categories of teaching practice:

A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

   TPE 1: Specific Pedagogical Skills for Subject Matter Instruction
   TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

B. ASSESSING STUDENT LEARNING

   TPE 2: Monitoring Student Learning During Instruction
   TPE 3: Interpretation and Use of Assessments

C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING

   TPE 4: Making Content Accessible
   TPE 5: Student Engagement
   TPE 6: Developmentally Appropriate Teaching Practices
       TPE 6B: Developmentally Appropriate Practices in Grades 4-8
       TPE 6C: Developmentally Appropriate Practices in Grades 9-12
   TPE 7: Teaching English Learners

D. PLANNING INSTRUCTION /DESIGNING LEARNING EXPERIENCES

   TPE 8: Learning about Students
   TPE 9: Instructional Planning

E. CREATING/MAINTAINING EFFECTIVE ENVIRONMENTS

   TPE 10: Instructional Time
   TPE 11: Social Environment

F. DEVELOPING AS A PROFESSIONAL EDUCATOR

   TPE 12: Professional, Legal, and Ethical Obligations
   TPE 13: Professional Growth

REQUIRED TEXTS
GRADING POLICY FOR THE COURSE
Candidates will not be recommended for a Single Subject Credential without successful completion of this course. This course is Credit/No Credit only. Grading is based on earning a score of at least “3” for the Assessing Learning Teaching Performance and the Culminating Teaching Experience Assessment (see rubric/online scoring guide) www.ctc.ca.gov/educator-prep/TPA-files/CandidateHandbook-AppendixA-TPEs.pdf and completion of the STI-3 form. The TPA scores are determined through an anonymous evaluation process conducted by assessors.

Grading is based on a total of 100 points. The +/- grading system will NOT be used. Points are earned as follows: Successful completion of Assessing Learning = 45 points and Cumulative Teaching Experience=45 points. Successful completion of the STI-3 form = 10 points. Any Wiki, Blog or Discussion Posts are activities to help seminar attendees process material and will not be assessed for points. This is a Credit/No Credit Course. All Teaching Performance Assessments must be passed to receive credit for this course.

Components of a Grade:
A= 90-100%; B=80-89% No Credit= below 80%.

Returned Work and Instructor Feedback
During the process of completing the TPA’s, no feedback on students’ work is permitted according to the State of California’s regulations. However, general process questions may be asked and answered. Instructor usually responds to emails within 48 hours, Monday-Friday.

Peer Review
No peer review of a student’s TPA work is permitted by State regulations.

Late Work Policy
Unless prior arrangements have been made with the instructor resulting from an emergency situation or unusual circumstances that have occurred, no late work will be accepted.

In the Event of Technical Problems
In the event of technical problems related to blackboard or email, please report your concern to the Help Desk at 657-278-7777. Regarding technical problems with Task Stream, please contact them directly at www.taskstream.com. Do notify the instructor through email, phone or face-to-face that you are having problems, please. mleuer@fullerton.edu

Extra Credit Options: None available

Grading Standards:
All assignments must be successfully completed to receive credit for the course. Candidates must receive a score of 3 or 4 for each Teaching Performance Assessment attempted to be recommended for a credential. If a Candidate fails to receive a score of 3 or 4 on any Teaching Performance Assessment, the candidate is required to enroll in a one unit, independent study course, EDSC 499, for EACH Teaching Performance Assessment failed. EDSC 499 is usually offered during Intersession/Summer Session through Extended Education. TPA’s are completed sequentially.

PLANNED ASSIGNMENTS
Students will need to use Titanium and communicate with instructor through a working, university email address. Students will need a Task Stream Account and will use Task Stream to submit the Teaching Performance Assessments for the course, including all cover sheets, Code of Honor and any addendums/video. Specific Task Stream information will be reviewed during face-to-face class meetings. Task Stream may be contacted at www.taskstream.com with any problems.

Due Dates for Teaching Performance Assessments submitted electronically through Task Stream:
(TPA 3) Assessing Learning: Due on or before Thursday, October 11th at 8:59 pm, Pacific Standard Time.
(TPA 4) The Cumulative Teaching Experience: Due on or before Tuesday, November, 27th at 8:59 pm., Pacific Standard Time.
Please Note: Taskstream is located in New York and operates on Eastern Standard Time. If you attempt to submit after the 8:59 pm PST deadline, the Taskstream system will not allow you to do so.

(All Teaching Performance Assessments are to be completed solely by the candidate. No Group work, feedback or collaboration is permitted. See Code of Honor for further elaboration.)

Due Date for STI-3 form submitted in person or through post on or before December 12th by 4:00 pm: Attention: Marilyn Leuer, Teaching Performance Assessment Coordinator, Secondary Education, California State University, Fullerton, College of Education, PO Box 6868, CP 600, Fullerton, CA 92834-6868 Note: TWO copies of the completed STI-3 form AND a Self-Addressed, Stamped Envelope at least letter sized are to be submitted.

Due Date for Exit Survey and Copy of the “Thank You Page” from the Exit Survey, including your name and CWID number: submitted in person or through post on or before December 12th by 4:00 pm: Attention: Marilyn Leuer, Teaching Performance Assessment Coordinator, Secondary Education, California State University, Fullerton, College of Education, PO Box 6868, CP 600, Fullerton, CA 92834-6868.

EXAMINATIONS
Teaching Performance Assessments and the STI-3 are the only assignments/ examinations.

MISSED EXAMS AND LATE ASSIGNMENTS. If a Candidate fails to submit an assignment/exam the candidate is required to enroll in a one unit, independent study course, EDSC 499. EDSC 499 is usually offered during Intersession/Summer Session through Extended Education. Teaching Performance Assessments must be completed sequentially. For example, if a candidate does not submit Assessing Learning in a timely manner, the candidate cannot complete The Cumulative Teaching Experience until Assessing Learning has been submitted and passed.
Unless prior arrangements have been made with the instructor resulting from an emergency situation or unusual circumstances that have occurred, no late work will be accepted.

**GRADING RUBRICS**

Grading Rubrics have been designed by the State of California and can be accessed at (see rubric/online scoring guide) [www.ctc.ca.gov/educator-prep/TPA-files/CandidateHandbook-AppendixA-TPEs.pdf](http://www.ctc.ca.gov/educator-prep/TPA-files/CandidateHandbook-AppendixA-TPEs.pdf)

**REQUIRED MATERIALS AND EQUIPMENT**

*Single Subject Credential Program Handbook*
[http://ed.fullerton.edu/SecEd/STHandbook/Index.htm](http://ed.fullerton.edu/SecEd/STHandbook/Index.htm)

*California Standards for the Teaching Profession* [www.ctc.ca.gov/reports/cstpreport.pdf](http://www.ctc.ca.gov/reports/cstpreport.pdf)

Task Stream Subscription: [www.taskstream.com](http://www.taskstream.com)

**OTHER INSTRUCTIONAL MATERIAL/ACTIVITIES**

Successful completion of Teaching Performance Assessments; Subject Specific Pedagogy and Designing Instruction.

For courses that meet General Education requirements (see **UPS 411.201**):
1. A statement of the specific General Education requirement(s) that the course meets.
2. An inclusion of the learning goals for the General Education category or categories in which the course carries credit.
3. An indication of the way in which the General Education writing requirement shall be met and assessed.

**Students with Special Needs:** Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disabled Student Services Office in order to be accommodated in their courses. UPS 300.000 [www.fullerton.edu/disabledservices/](http://www.fullerton.edu/disabledservices/)

**Academic Dishonesty Policy:** Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021, Academic Senate UPS Document 300.021.

**Two week plan for distance instruction should on-campus instruction be interrupted:** In case of instruction interruption, please check the course Blackboard site for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Blackboard groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444.

**Attendance Policy:** Attendance at all face-to-face sessions is required.

**Fieldwork Requirement:** If this course requires fieldwork you must provide evidence of either a valid (current) teaching credential or a live scan. *(inquire of your department office)*

**In the event of emergency,** contact the University Police at 657-278-3333. [http://emergencypreparedness.fullerton.edu/](http://emergencypreparedness.fullerton.edu/)
16-WEEK SCHEDULE (15 weeks of instruction plus 1 exam week)

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<tr>
<th>WEEK</th>
<th>TOPIC(S)</th>
<th>ACTIVITIES</th>
<th>READING ASSIGNMENTS</th>
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<td>7.</td>
<td>TPA 3</td>
<td>Submit TPA 3 Electronically</td>
<td>Submit TPA 3 through Taskstream no later than 10/11/2012 by 8:59 pm Pacific Standard Time.</td>
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<td>8.</td>
<td>TPA 4</td>
<td>Monday, October 15th Face-to-Face Class Meeting in LH 404 4:00-6:45 pm. Mandatory Meeting.</td>
<td>Overview of TPA 4 and the STI-3 Form.</td>
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<td>14.</td>
<td>TPA 4</td>
<td>Tuesday, November 27th Submit TPA 4 Through Taskstream</td>
<td>Submit TPA 4 through Taskstream no later than Tuesday, 11/27 by 8:59 pm Pacific Standard Time.</td>
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<td>15.</td>
<td>STI-3 and Exit Survey</td>
<td>Prepare STI-3 Begin Exit Survey</td>
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<td>16.</td>
<td>Exam Week</td>
<td>Wednesday December 12th</td>
<td>Due Date for 2 copies of the STI-3 form and one copy of the Exit Survey.</td>
</tr>
</tbody>
</table>
| Conclude/Submit STI-3 and Exit Survey | “Thank You Page,” submitted in person or through post on or before December 12th by 4:00 pm: Attention: Marilyn Leuer, Teaching Performance Assessment Coordinator, Secondary Education, California State University, Fullerton, College of Education, PO Box 6868, CP 600, Fullerton, CA 92834-6868  
Note: TWO copies of the completed STI-3 form AND ONE Self-Addressed, Stamped Envelope at least letter sized are to be attached. |
Fall 2014

English Education 442: Methods of Teaching English in the Secondary School  
Line 14962 (3 units)  
Humanities 224  
Time: Tuesdays, 4-6:45PM

April Brannon  
abrannon@fullerton.edu  
UH 439  
657-278-5251  
Office hours: Email to schedule  
Technical support: (657) 278-7777

EDUCATION UNIT CONCEPTUAL FRAMEWORK

Mission
The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

Program Outcomes and Indicators
After successful completion of a program of study, our credential recipients and program graduates are:

1. Knowledgeable and Competent Specialists who
   a) demonstrate a strong foundation of knowledge
   b) implement effective practice
   c) use current technologies for teaching and learning
2. Reflective and Responsive Practitioners who
   a) advance just, equitable, and inclusive education
   b) make informed decisions
   c) participate in collaborative endeavors
   d) think critically and creatively
3. Committed and Caring Professionals who
   a) demonstrate leadership potential
   b) maintain professional and ethical standards
   c) engage in continuous improvement
PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES
Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found at the faculty documents section of the COE website.

RESPONSE TIME
The best way to reach us is through email. If you have a question specific to an instructor, please feel free to only email that instructor. If you have a general question about the course (i.e. due dates, readings, assignments) please include both instructors’ emails—this allows for a quicker response time and a more efficient way of helping you with any issue. Allow 48 hours for a response; questions emailed after 12pm on Friday may not be answered until Monday morning.

COURSE DESCRIPTION
Welcome to the CSUF English credential program! English Education 442 is designed to reflect the philosophy of the English Education program, the Secondary Education Department, and the College of Education. The goal of this course is to provide prospective teachers with theoretically sounds methods to teach for a more responsible and humane citizenry.

STUDENT LEARNING GOALS AND RELATED OBJECTIVES
In this course, you will:
* Analyze critical issues in English Education, explore appropriate solutions, and act to implement those solutions
* Learn and use open-ended inquiry and instructional techniques
* Reflect critically on issues through a variety of perspectives and personal experiences
* Empathize with diverse student populations in the classroom and design instruction to meet student needs
* Examine approaches to testing and evaluation
* Align curriculum, instruction and assessment to the state content standards
* Create content-specific adaptations for English learners, special populations, and readers of various levels
* Engage in content-specific curriculum mapping (unit plans)

REQUIRED TEXTS
Burke, *The English Teacher's Companion, 4th edition*
Birkenstein and Graff, *They Say I Say 2nd edition*
Calkins, Ehrenworth, Lehman, *Pathways to the Common Core*
***Books are available at the Little Professor (Support a non-chain bookstore!) and online***

ATTENDANCE
The requirements of the credential program dictate that you attend all classes. After your first absence, your grade will be lowered one letter grade for each absence.

Please be aware that the first question principals ask me when they call for reference checks is whether or not the candidate was on time to class. I keep careful records and answer honestly. Be sure to work with your master teacher to ensure that you are in class on Tuesday at 4.
GRADING POLICY AND GRADING STANDARDS FOR THE COURSE
Written Assignments: 30%
Micro Lesson: 30%
Participation and In Class Assignments: 20%
Burke Presentation: 20%

LATE ASSIGNMENTS
Late work will be penalized except for documented emergences. You lose a letter grade for every day your assignment is late. Be aware that I do not accept emailed papers or forms. Please do not ask for an exception.

ASSIGNMENT DESCRIPTIONS
Readings: Listed in each week’s class outline, the readings are listed. It is expected that you read everything. Download AND PRINT the article, and bring it to class. Articles will be posted one week in advance. We’ll do readings and activities in class—you are expected to fully participate.
Class Discussions and Activities: You are expected to participate in discussions, demonstration lessons, and in-class activities, and you should show evidence of your learning through thoughtful responses that exhibit knowledge of required readings and activities and through responses that demonstrate critical thinking and reflection.
Written Assignments: You will write and submit various writing assignments that vary in purpose and length. These will be reflective pieces and also model secondary classroom assignments that demonstrate genre conventions. Prompts and due dates will be posted on Titanium.
These assignments are:
Personal Narrative
Argumentative Essay
Poem
Response to Literature/Literary Analysis (Half the class does response; the other class does an analysis piece)
Blog post on YA literature (book review)
They Say, I Say Exercise: You must create a hand-out for a secondary lesson on one of the rhetorical moves described in They Say, I Say (i.e. Introducing quotes, Summarizing, Agreeing/Disagreeing/Somewhat Agreeing). You also must complete the assignment described on the hand-out so that you have a model response.
Unit Plan with Adaptations

Burke Presentation: You will present on a section of the Burke book. Using one of Burke’s strategies, each student will run a short (10 minute) lesson that includes a lesson plan and activity/handout.
Micro Lesson: You will present one 20-minute lesson. The lesson can be the creation of the student or adapted lesson from another source. A lesson plan will be submitted.

TECHNICAL REQUIREMENTS
Students will be asked to access Internet sites for research and writing. Some writing and discussion will be on Titanium.

ETIQUETTE REQUIREMENTS
You may be asked to share any work you completed in this course with your classmates. We are a learning community and share with one another to strengthen our practice. Discussion in class and online must be productive, supportive, and civil.
UNIVERSITY INFORMATION

Titanium
As a registered student you are enrolled in Titanium. You may access Titanium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact (657) 278-5619. If you still need more help, contact (657) 278-7777. Check Titanium weekly, the night before class, for any pertinent or last minute, updated information.

Students with Special Needs
Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disability Support Services (DSS) Office in order to be accommodated in their courses.

Academic Dishonesty Policy
Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one's own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021 found at the UPS section of the Academic Senate website.

Two week plan for distance instruction should on-campus instruction be interrupted
In case of instruction interruption, please check the course website for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Titanium groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444

Emergency Contact
In the event of emergency, contact the University Police at (657) 278-3333. Additional information can be found at the CSUF Emergency Preparedness website.

Library Support
Pollak Library Assistance available for Online Students with online instruction guidelines are available on the CSUF library website.
**Policy on Retention of Student Work**
Field observations, as well as midterm and final evaluations of public school work is kept on file with the College of Education.

**Tentative Course Schedule**

**26: Introduction and General Information**

- TPE F: Developing as a Professional Educator
  - 12. Professional, legal and ethical considerations
  - 13: Professional Growth
- TPE D: Planning Instruction and Designing Learning Experiences for Students
  - 8. Learning about Students
  - 9. Instructional Planning

*Read Burke pp. xiii-31; Read pp. 1-21 in P to CC; Read intro to CA State Standards and PRINT OUT CA Standards GRADE 7 OR GRADE 9-10; Read intro to Common Core Standards (p. 1-8) and PRINT OUT and CCS for English 6-12 Both documents are posted on Titanium.*

**September**

**2: Standards and The Writing Process**

- TPE F: Developing as a Professional Educator
  - 12. Professional, legal and ethical considerations
  - 13: Professional Growth
- TPE D: Planning Instruction and Designing Learning Experiences for Students
  - 8. Learning about Students
  - 9. Instructional Planning

*Read Martinez et. al and be able to cogently articulate findings of the study; Read P to CC 102-126; Bring 4 copies of narrative draft to class.*

**9: Teaching Writing**

- TPE A: Making Subject Matter Comprehensible to Students
  - 1. Specific Pedagogical Skills for Subject Matter
- TPE C: Engaging and Supporting Students in Learning
  - 4. Making Content Accessible
  - 5. Student Engagement
  - 6. Developing Appropriate Teaching Practices
  - 7. Teaching English Learners

*Read and annotate Burke pp. 151-210; Read Applebee and Langer; Read P to CC pp.127-141; Complete writing argumentative assignment and bring ________ copies to class. Post to Titanium.*

**16: Teaching Writing**

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1 In Class Discussion: Candidates will discuss *Pathways to the Common Core* and examine whether the authors’ rhetorical strategies (i.e. positioning of the reader as a “curmudgeon” or of the Common Core as “gold”) are effective. They will evaluate for validity and examine how point of view shapes the message. This discussion will continue throughout the semester as candidates make their way through the book.

2 Students write and revise a narrative draft.

3 Students write a short argumentative piece.

4 Students create a TSIS assignment and write a model response.
Burke Presentation on pp. 151-210 by

TPE A: Making Subject Matter Comprehensible to Students
1. Specific Pedagogical Skills for Subject Matter

TPE C: Engaging and Supporting Students in Learning
4. Making Content Accessible
5. Student Engagement
6. Developing Appropriate Teaching Practices
7. Teaching English Learners

Read TSIS and do exercise 2 on page 15. Then, create an exercise (and complete a model) based on one of the chapters of TSIS for your future class.

23: Test on Teaching Writing/Teaching Literature and Reading

TPE A: Making Subject Matter Comprehensible to Students
1. Specific Pedagogical Skills for Subject Matter

TPE C: Engaging and Supporting Students in Learning
4. Making Content Accessible
5. Student Engagement
6. Developing Appropriate Teaching Practices
7. Teaching English Learners

Read Broz; Read and annotate Burke pp. 32-112; Read P to CC pp.23-74; Read Handout and be able to cogently summarize it. In-class activity on reading scales and literary response activity

30: Teaching Literature and Lesson Planning
Burke Presentation on pp. 32-112 by

TPE A: Making Subject Matter Comprehensible to Students
1. Specific Pedagogical Skills for Subject Matter

TPE C: Engaging and Supporting Students in Learning
4. Making Content Accessible
5. Student Engagement
6. Developing Appropriate Teaching Practices
7. Teaching English Learners

TPE D: Planning Instruction and Designing Learning Experiences for Students
8. Learning about Students
9. Instructional Planning

Read pp. 75—101 in P to CC; Create unit plans (Due October 16); Burke 266-283; Read Hand-out and be able to cogently summarize it. In-class activity on differentiating instruction; In-class activity on response to literature/literary analysis

October
6: Professional Development Books

5 In-Class Activity on Determining Reading Levels: They will receive training in the Flesch-Kincaid reading scale and work in pairs to determine the reading level of selected young adult novels and common secondary curriculum. Once they’ve scored their texts, they will participate in a discussion in which they share their findings and debate the effectiveness of the scale.

6 Candidates complete a sort Response to Literature/Literary Analysis (Half the class does response; the other class does an analysis piece)
Burke Presentation on pp. 266-283 by

TPE A: Making Subject Matter Comprehensible to Students
  2. Specific Pedagogical Skills for Subject Matter
TPE C: Engaging and Supporting Students in Learning
  4. Making Content Accessible
  5. Student Engagement
  6. Developing Appropriate Teaching Practices
  7. Teaching English Learners
TPE D: Planning Instruction and Designing Learning Experiences for Students
  8. Learning about Students
  9. Instructional Planning

Unit Plans due next week; Read Burke 113-150; Read Crovitz

13: Vocabulary and Grammar Instruction
Burke Presentation on pp. 113-150 by

TPE: A: Making Subject Matter Comprehensible to Students
  1. Specific Pedagogical Skills for Subject Matter
TPE C: Engaging and Supporting Students in Learning
  4. Making Content Accessible
  5. Student Engagement
  6. Developing Appropriate Teaching Practices
  7. Teaching English Learners
TPE D: Planning Instruction and Designing Learning Experiences for Students
  8. Learning about Students
  9. Instructional Planning

Homework: Read and annotate Burke pp. 284-318; Read Chiaravalloti

In-class activity on determining vocabulary words

20: Test on Teaching Lit., Reading, Planning, Vocab and Grammar/Grading
Burke Presentation on pp. 284-318 by

TPE A: Making Subject Matter Comprehensible to Students
  1. Specific Pedagogical Skills for Subject Matter
TPE C: Engaging and Supporting Students in Learning
  4. Making Content Accessible
  5. Student Engagement
  6. Developing Appropriate Teaching Practices
  7. Teaching English Learners
TPE D: Planning Instruction and Designing Learning Experiences for Students
  8. Learning about Students

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7 In-Class Activity on Determining Reading Levels: Candidates will receive training in the Flesch-Kincaid reading scale and work in pairs to determine the reading level of selected young adult novels and common secondary curriculum. Once they’ve scored their texts, they will participate in a discussion in which they share their findings and debate the effectiveness of the scale.

8 In-Class Activity on Grading and Rubrics: Candidates will read several secondary essays and score them according to a rubric. They will discuss their findings. They will participate in a discussion about ways to informally assess and how to handle the paper load.
9. Instructional Planning
Homework: Read Hand-outs; Complete blog post on YA book.

27: Classroom Management
   TPE A: Making Subject Matter Comprehensible to Students
       1. Specific Pedagogical Skills for Subject Matter
   TPE C: Engaging and Supporting Students in Learning
       4. Making Content Accessible
       5. Student Engagement
       6. Developing Appropriate Teaching Practices
       7. Teaching English Learners
   TPE D: Planning Instruction and Designing Learning Experiences for Students
       8. Learning about Students
       9. Instructional Planning

Read Burke pp. 336-349

November (****Please be aware that November and December are micro lesson months, and many of you will do your micro lesson during this time. Be sure to check the schedule so you know what day you present).

November
Burke Presentation on pp. 336-349 by

4: Media and Visual Literacy
   TPE A: Making Subject Matter Comprehensible to Students
       1. Specific Pedagogical Skills for Subject Matter
       4. Making Content Accessible
       5. Student Engagement
       6. Developing Appropriate Teaching Practices
       7. Teaching English Learners
Read and annotate Burke pp. 222-237; Read P to CC pp. 162-179; In-class activity

11: Veteran’s Day! No Class

18: Teaching Poetry
   Burke Presentation on pp. 222-237 by

TPE A: Making Subject Matter Comprehensible to Students
   2. Specific Pedagogical Skills for Subject Matter
   TPE C: Engaging and Supporting Students in Learning
   4. Making Content Accessible
   5. Student Engagement
   6. Developing Appropriate Teaching Practices

9 Candidates will participate in a demonstration lesson on how to read a visual text. They will discuss the challenges of teaching visual rhetoric and strategies for teaching media and visual literacy.
10 In Class Genre Expectations Exercise: Candidates will receive a paragraph of scientific text. In a class discussion, they will be asked to identify what the genre is, what the purpose of the paragraph is, and to speculate on who the author might be. After sharing responses, they are told the author is a poet and the paragraph is a poem. They then re-evaluate and discuss the text’s intended meanings and its effectiveness.
7. Teaching English Learners
   TPE D: Planning Instruction and Designing Learning Experiences for Students
8. Learning about Students
9. Instructional Planning

**Finish your poem and post to Titanium. Bring one copy to class next week. In-class activity on genre conventions**

25: No Class! Happy Thanksgiving!

**December**

2: The Professional Conversation and Micro Lessons
   TPE A: Making Subject Matter Comprehensible to Students
   3. Specific Pedagogical Skills for Subject Matter
   TPE C: Engaging and Supporting Students in Learning
   4. Making Content Accessible
   5. Student Engagement
   6. Developing Appropriate Teaching Practices
   7. Teaching English Learners
   TPE D: Planning Instruction and Designing Learning Experiences for Students
   8. Learning about Students
   9. Instructional Planning

9: Last Test/ Final Micro Lessons
   TPE A: Making Subject Matter Comprehensible to Students
   1. Specific Pedagogical Skills for Subject Matter
   TPE B: Assessing Student Learning
   1. Monitoring Student Learning During Instruction
   2. Interpretation and Use of Assessments

**Have a happy life and help kids love reading and writing!**

3. In-Class Vocabulary Defense: In groups of three, candidates will read an excerpt of a text and create a list of ten possible words from the selection. Using Fisher and Frey’s classification system, they will place selected words in the appropriate tier and make a case for why they’ve selected and categorized the words. They will share their responses in class discussion.

4. In Class Genre Expectations Exercise: Candidates will receive a paragraph of scientific text. In a class discussion, they will be asked to identify what the genre is, what the purpose of the paragraph is, and to speculate on who the author might be. After sharing responses, they are told the author is a poet and the paragraph is a poem. They then re-evaluate and discuss the text’s intended meanings and its effectiveness.
5. In Class Discussion: They will discuss *Pathways to the Common Core* and examine whether the authors’ rhetorical strategies (i.e. positioning of the reader as a “curmudgeon” or of the Common Core as “gold”) are effective. You will evaluate for validity and examine how point of view shapes the message.

6/7. In-Class Library Training: The librarian will lead students through a webquest that highlights key points in research literacy. To complete the webquest (in other words, to get to the last screen), they must demonstrate an understanding of basic research skills by completing various research tasks. Then, drawing on what they’ve learned, they will work in pairs to create a lesson plan or activity (webquest, assignment, etc.) that utilizes digital research environments.

8. In-Class Activity on Determining Reading Levels: They will receive training in the Flesch-Kincaid reading scale and work in pairs to determine the reading level of selected young adult novels and common secondary curriculum. Once they’ve scored their texts, they will participate in a discussion in which they share their findings and debate the effectiveness of the scale.
EDUCATION UNIT CONCEPTUAL FRAMEWORK

Mission
The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

Program Outcomes and Indicators
After successful completion of a program of study, our credential recipients and program graduates are:

1. Knowledgeable and Competent Specialists who
   a) demonstrate a strong foundation of knowledge
   b) implement effective practice
   c) use current technologies for teaching and learning

2. Reflective and Responsive Practitioners who
   a) advance just, equitable, and inclusive education
   b) make informed decisions
   c) participate in collaborative endeavors
   d) think critically and creatively

3. Committed and Caring Professionals who
a) demonstrate leadership potential  
b) maintain professional and ethical standards  
c) engage in continuous improvement

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES
Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions.

English Education Philosophy:
English Education 449S is designed to reflect the philosophy of the English Education Program, the Secondary Education Department and the College of Education. The goal of the course and the program is to provide each prospective teacher with the means necessary to guide and help develop responsible and educated citizens for a more humane society in the future.

RESPONSE TIME:
Please allow 48 hours for instructor to respond to emails/phone calls. Emergency phone calls should be directed to instructor's cell number.

Course Description:
The primary purpose of the seminar is to provide an arena for the discussion of issues, concerns and problems that student teachers will encounter in the classroom during the semester. Typically, these discussions focus on classroom management, personal traits of the successful teacher, short and long range lesson planning, and the interaction and issues in Secondary English Education. The ultimate goal of the seminar is to provide advice, assistance and support for the student teachers.

STUDENT LEARNING GOALS AND RELATED OBJECTIVES
The course will allow credential candidates to engage in fundamental preparatory activities. In the course, students will:
* analyze critical issues in English education; explore appropriate solutions and act to implement these solutions;  
* learn to use open-ended inquiry and instructional techniques in examining issues;  
* reflect critically on the issues through a variety of perspectives and personal experiences;  
* apply a variety of instructional techniques appropriate to different learning styles;  
* empathize with the diverse student population in the classroom and design instruction to meet the needs of ALL students.  
* share ideas, lessons, and methods in a collegial manner.
Public Nature of the Classroom:
Students may be asked to share any work completed in the course with classmates. This class is a learning community and we share with one another as a way to strengthen our practice.

Required Text/Materials:
There are no required texts for the seminar, however students will need a 3-ring notebook with section tabs and pockets in order to collect and organize handouts and supplementary materials. Suggested texts for maintaining personal/professional library are recommended throughout the course syllabus. Readings that pertain to the class will be emailed or handed out for discussion.

Attendance in all classes is mandatory. Please advise instructor via email/phone if there is an emergency or need to be absent from the class.

Grades: Credit/No Credit

Course Requirements:
Assignments:
Students will submit unit and daily lesson plans covering Monday-Friday of the following week. Copies of these plans must be presented to the Master Teachers as well as emailed to the seminar instructor. Failure to submit lesson plans may result in a no credit for the course and temporary removal from student teaching.

Students will complete an Evaluation of Pedagogical Preparation form. It is the student-teacher's responsibility to have this form out and attached to the lesson plan on the day of an observation. These forms are found at Subject-Specific Evaluations (http://www.sscphandbook.org/subject-specific-evaluation.html). Candidates first self-assess and then the student teacher seminar instructor or supervisor reviews candidate lesson plans to confirm that these requirements have been met.

Assignment Descriptions:
Students will engage and participate in frequent exchanges of lesson strategies, materials and teaching experiences in an atmosphere of professionalism and collegiality. Students are to check their CSUF emails on a regular basis for visitation schedules and other pertinent information.

Supervision
All students will be visited by their supervisors 4-6 times throughout the semester. Students are required to submit all forms, including midterm and final evaluations from master teacher and supervisors in a timely manner. Twice during the semester
each student teacher will meet with his/her supervisor for an evaluation conference. The supervisor will schedule these.

**Technical Requirements:**
Students will be required to submit all lesson plans electronically. All observations, midterm and final evaluations by supervisors will be done using the COE templates/programs.

**Titanium**
As a registered student you are enrolled in Titanium. You may access Titanium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact (657) 278-5619. If you still need more help, contact (657) 278-7777. Check Titanium weekly, the night before class, for any pertinent or last minute, updated information.

**Special Accommodations/Students with Special Needs:**
The University requires students with disabilities to register with the Office of Disabled Student Services (DDS), located in US-101 and available by phone at (657) 278-3112, in order to receive prescribed accommodations appropriate to their disability. Students requesting accommodations should inform the instructor during the first week of classes about and disability or special needs that may require specific arrangements/accommodations related to attending class sessions, completing course assignments, writing papers or quizzes/tests/examinations.

**Academic Dishonesty Policy :**
Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021 found at the UPS section of the Academic Senate website.

**Two week plan for distant instruction should on-campus instruction be interrupted**
In case of instruction interruption, please check the course website for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Titanium groupings), and text and
electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444

**Emergency Contact**
In the event of emergency, contact the University Police at (657) 278-3333. Additional information can be found at the CSUF Emergency Preparedness website.

**Library Support**
Pollak Library Assistance available for Online Students with online instruction guidelines are available on the CSUF library website.

**Policy on Retention of Student Work**
Field observations, as well as midterm and final evaluations of student teaching are kept on file with the College of Education.

**Before an emergency occurs**-Know the safe evacuation routes for your specific building and floor. Know the evacuation assembly areas for your building. **When an emergency occurs**-Keep calm and do not run or panic. Your best chance of emerging from an emergency is with a clear head.

1. Evacuation is not always the safest course of action. If directed to evacuate, take all of your belongings and proceed safely to the nearest evacuation route.

2. Do not leave the area, remember that faculty and other staff members need to be able to account for your whereabouts.

3. Do not re-enter building until informed it is safe by a building marshal or other campus authority.

4. If directed to evacuate the campus please follow the evacuation routes established by either parking or police officers.

**After an emergency occurs**-

1. If an emergency disrupts normal campus operations or causes the University to close for a prolonged period of time (more than three days), students are expected to complete the
course assignments listed on the syllabus as soon as it is reasonably possible to do so.

2. Students can determine the University's operational status by checking the University's web site at http://www.fullerton.edu, calling the University's hotline number at 657-278-0911, or tuning into area radio and television stations. Students should assume that classes will be held unless they hear or read an official closure announcement.

<table>
<thead>
<tr>
<th>EMERGENCY CALLS</th>
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<tbody>
<tr>
<td>DIAL 9-1-1</td>
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<td>A</td>
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<tr>
<td>24-hour recorded emergency information line: (657) 278-0911</td>
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<tr>
<td>(657) 278-4444</td>
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Jan 21/22  Strategies for a Successful Start- What’s going on at your sites?
  TPE D: Planning Instruction and Designing Learning Expectations
  8. learning about students
  9. Instructional planning
Review TPE’s for observations-handout/worksheet
Handouts for Lesson planning-Next week begin collection of lesson plans
  TPE C: Engaging and Supporting students in learning
  4. making content accessible
  5. Developing appropriate teaching practices
Group Discussion- What makes a great teacher? Are you one? The art of Collaboration/Communication
Taking over- do and don’ts.

Lucy Moon Shoulders- CSUF Supervisor will stop by.

*Harry Wong (ism) What you do on the first day of school will determine your success for the rest of the year. You will either win or lose your class on the first days of school.

Jan 28/29  Lesson plans continued- Write some Objectives – Sm. Group-
  Why are Objectives Important??????
  You be the judge- writing some objectives
  Framing Essential Questions- What is an essential question
  Open Forum/Teaching situation
  TPE C: Engaging and Supporting student learning
  8. Learning about the students/student engagement

http://www.youtube.com/watch?v=23GNRCUa9fk

*****HOMEWORK- Bring dates of your school’s spring break for next week.
Collect lesson plans for week Feb 4/5
Open House- Do and Don’ts
Guest Speaker(s)
*Another Wong (ism): Discipline refers to BEHAVIOR. Procedures refer to getting things DONE.

Feb. 4/5: Been there done that- Learn from past student teachers

Establishing Discipline in the Classroom (Continued)
Forum “What Yanks Your Chain?” Let’s talk about it!
Handout-Twenty Tips for Creating a Safe Learning Environment
Additional handouts- you can never have too many ideas!!!!
Discipline dilemmas.

Useful website- first four modules-classroom discipline –Check it out
http://www.theteachersguide.com/ClassManagement.htm#Classroom Management Strategies

Text suggestion: Building Classroom Discipline- C.M. Charles

*Wong (again) Effective teachers MANAGE their classrooms. Ineffective teachers DISCIPLINE their classrooms.

Feb 11/12: Website Sharing- - Bring 2 of your favorite educational websites share in class how you use these
TPE D: Planning instruction and designing learning expectations
Handout- Favorite websites
TPE C: Engaging and supporting student learning

Feb. 18/19 Share you favorite Lesson Plan- 10 copies****
Motivation- how do you motivate students?
Positive v Negative v Neutral
Motivation- discussion/handout/review  
Prior learning- What makes a great teacher?

Why are objectives important?

TPE E: Creating and maintaining effective environments for student 
Learning  
10. instructional time  
11. Social environment 

“Knowledge is knowing tomato is a fruit. Wisdom is not putting it in a fruit salad.”

Feb 25/26  Tests and Assessments 
Take a test!!  
Write the lesson and the assessment 
Feedback- Feedback v Assessment  
Pair/Share  
TPE 1b: Subject specific pedagogical skills 
Handout- Creating Student Friendly Tests 
In-class Activity: Create five test questions and then use Bloom’s 
taxonomy to see what level of learning you are targeting. 
Common Core Assessments- Taking a look at Smarter Balance


And here is the general link: 

http://www.smarterbalanced.org/smarter-balanced-assessments/  

*Still another Wong- Students learn when they know what they are to learn and how 
they will be assessed and graded.  

March 4- TPA 3 DUE  

REMIND YOUR MENTOR/MASTERTeacher (S) THAT YOUR 
MIDTERM EVALUATION IS DUE IN TWO WEEKS- March11/12  
Handout for Master teacher  

Mar 4/5:  Teaching Listening and Speaking
TPE C: Engaging and supporting student learning
In-Class activities: Cultivating Listeners activity and tips for teaching
Public Speaking

*****SIGN UP FOR CONFERENCE TIMES FOR NEXT WEEK-Mandatory

Mar 11/12: NO SEMINAR CLASSES THIS WEEK- MID TERM EVALUATIONS
INDIVIDUAL CONFERENCES- TPE- F: Developing as a Professional Educator. ******Bring Master Teacher evaluations to meetings.

Mar 18/19: Common Core and all that jazz- how are U doing this?????
Reading (ASCD)
Meeting the needs of EL students-readings on EL/discussion on strategies
Article “Helping English-Language Learners Adapt Under the Common Core”ASCD 1/11/14
TPE D: Planning instruction and designing learning experience for Students
Common core web information
http://blogs.edweek.org/edweek/curriculum/2012/12/literature_versus_nonfiction_d.html
http://blogs.edweek.org/edweek/curriculum/2012/12/the_common_standards_vision_fo.html
http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

Mar 25/26- OPEN

April 1-4 Spring Break No classes

April 8/9 Differentiated Instruction/Socratic Seminar
Question? How do you meet the needs of all students? Sharing your best practices.
Class Activity: Differentiate an excerpt from I Know Why the Caged Bird Sings
TPE 8: Planning Instruction and designing learning experiences for Grade a like Groups

*******TPA 4 DUE
April 15/16 Creating integrated lessons and sharing Ideas
   TPE D: Planning Instruction
   Sharing Teaching Strategies-Bring 6 copies of your favorite lesson.
   TPE F: Developing as a professional educator
   Guest speaker-TBA

“To steal ideas from one person is plagiarism. To steal from many is research.”

Text Recommendation: Doug Lemov’s – *Teach Like a Champion*

April 22/23 Library Day: In-Class Library Training: The librarian will lead you through a webquest that highlights key points in research literacy. To complete the webquest (in other words, to get to the last screen), Then, drawing on what you've learned, you will work in pairs to create a lesson plan or activity (webquest, assignment, etc.) that utilizes digital research environments.

REMIND MASTER/MENTOR TEACHERS THAT THE FINAL EVALUATION IS DUE ON MAY 8.

April 29/30
   Putting it ALL together- TPE’s, TPA’s
   Resumes/letters of interest/knowing the school
   Mock Interviews!!!!!!!

May 6/7
   NO SEMINAR THIS WEEK, FINAL EVALUATIONS ARE DUE,
   INDIVIDUAL CONFERENCES- Must bring copies of Master teachers
   Final evaluations.

May 14 Final Wrap-Up

Text Recommendation: Harry Wong’s – *First Days of School*

Inside every great teacher there is an even better one waiting to come out. Teachers are the sculptors of the human race  (Two Wong’s do make a Right)

***Calendar topics may vary and are subject to change as needed by class.***
Table 1: Education Unit Conceptual Framework

**EDUCATION UNIT CONCEPTUAL FRAMEWORK**

**Mission**
The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

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   a) demonstrate a strong foundation of knowledge
   b) implement effective practice
   c) use current technologies for teaching and learning

2. **Reflective and Responsive Practitioners who**
   a) advance just, equitable, and inclusive education
   b) make informed decisions
   c) participate in collaborative endeavors
   d) think critically and creatively

3. **Committed and Caring Professionals who**
   a) demonstrate leadership potential
   b) maintain professional and ethical standards
   c) engage in continuous improvement

**COLLEGE OF EDUCATION CORE VALUES**
We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that
guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES
Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found at the faculty documents section of the COE website.

DEPARTMENT OF SECONDARY EDUCATION MISSION
The Mission of the Department of Secondary Education is to develop quality secondary school teachers. We are committed to providing a program that reflects the complex contexts of the secondary classroom and models a professional community where learning is interactive and dynamic. Our philosophy is to prepare educational leaders through a course of study which bases practice upon knowledge of current research in curriculum and instruction. We develop students as life-long learners, reflective practitioners, and change agents who positively influence decision-making in schools and communities to improve the education of adolescents.

RESPONSE TIME
Please email me directly with any questions about the course. You can expect a response within 48 hours (except weekends).

PHYSICAL EDUCATION TEACHER EDUCATION (PETE) PROGRAM GOALS
By the end of the PETE program of study, the secondary level Physical Education student teacher will be able to:
1. Analyze critical issues in Physical Education, decide on appropriate solutions to these issues, and then act dynamically to implement these solutions;
2. Demonstrate an understanding of the skills of a reflective practitioner by using open-ended inquiry techniques validated by formal research and direct experience;
3. Express personal experiences and varying points of view on topics relevant to secondary education and reflect critically on the major issues of Physical Education;
4. Apply a variety of effective instructional approaches (teaching styles) as well as instructional procedures, techniques, strategies, materials, etc. that foster knowledge construction and learning as well as accommodate different learning styles;
5. Show awareness of and empathy for the diverse student populations in the secondary Physical Education classroom and modify instruction to meet student needs;
6. Review regularly the immediate and long-term objectives of each lesson within the context of influencing both personal and broader societal issues; and
7. Empower the secondary Physical Education student with the opportunity to learn skills and knowledge that will lead to the construction of a more humane society in the future.
Course Description
(CSU Fullerton Catalogue): Prerequisite: admission to teacher education. Objectives, methods and materials of teaching physical education K to 12. Required before student teaching. Part of the 12 unit education block and may not be taken separately (Requires a grade of a B or better).

Course Objectives: Upon completion of this course students will be able to:
1. Incorporate the California Department of Education’s Physical Education Framework and Content Standards for Physical Education (2009) and NASPE’s National Standards for Physical Education (2014) into a personal philosophy of physical education (and be able to state this philosophy orally and in writing);
2. Develop and refine effective teaching practices and the knowledge of when and how to apply those practices;
3. Write physical education unit and daily lesson plans identifying objectives, learning tasks, learning cues, organization, and teaching goals;
4. Develop and refine skills for analyzing and reflecting on annual curricula, unit plans, and daily lesson plans;
5. Actively participate in several peer micro teaching experiences and prepare self- and peer-evaluations;
6. Demonstrate competence in evaluating student achievement in physical education;
7. Intelligently analyze and discuss critical issues in physical education. These issues may be general to the field of teaching physical education or specific to your student teaching experience;
8. Empower physical education students with a repertoire of physical activity related psychomotor, cognitive, social, and affective skills that will assist them in the process of becoming physically active for a lifetime; and
9. Demonstrate a commitment to professional development (e.g., knowledge of student organizations and professional organizations and professional literature).

Required Text/Readings

Optional / Additional Texts
Professional Expectations
1. Join California Association for Health, Physical Education, Recreation, and Dance (CAHPERD). www.cahperd.org (Join as a student member). State conference will be in Spring 2015 in Los Angeles, CA and a great opportunity to volunteer.
2. All work will be fully completed and submitted at the beginning of class on the required due date. Late papers will NOT be accepted unless some very unordinary circumstances arise at which a grade reduction will be discussed. If work is accepted a point reduction will be administered to each late assignment.
3. Each student will arrive on time for each class prepared to participate, contribute, learn, and develop new concepts related to teaching and learning.
4. Participation. Do what you physically can do during lab. As a teacher it is most important that you know what to do and how to do it. If there is any physical problem, please inform me.
5. Partner work. Students will be responsible for working with a partner(s) throughout the semester.
6. You are required to attend class regularly. Except for emergencies, no absences will be permitted unless prior approval by the instructor. Each unexcused absence will drop your grade 5%.
7. Papers written outside of class must be typed, 1 ½ or double spaced, and 12 font.
8. Cheating and plagiarism will not be tolerated.

This class is critical to your development and expansion of teaching knowledge and ability. It will be expected that your work will be of high quality throughout the entire semester.

TEACHING PERFORMANCE EXPECTATIONS
A. Making Subject Matter Comprehensible to Students
   TPE 1B: Subject Specific Pedagogical Skills for Single Subject Teaching Assignments
B. Assessing Student Learning
   TPE 2: Monitoring Student Learning During Instruction
   TPE 3: Interpretation and Use of Assessments
C. Engaging and Supporting Students in Learning
   TPE 4: Making Content Accessible
   TPE 5: Student Engagement
   TPE 6B & C: Developmentally Appropriate Teaching Practices 4-8, 9-12
   TPE 7: Teaching English Language Learners
D. Planning Instruction and Designing Learning Experiences for Students
   TPE 8: Learning about Students
   TPE 9: Instructional Planning
E. Creating and Maintaining Effective Environments for Student Learning
   TPE: 10: Instructional Time
   TPE: 11: Social Environment
F. Developing As a Professional Educator
   TPE 12: Professional, Legal, and Ethical Obligations
   TPE 13: Professional Growth

Assignments
1. Reflection Papers
2. Lesson plans and Unit Plan
3. Oral Presentations & Peer Teaching Lessons
4. Assessment Tools
5. Systematic Observation Project
6. Coordinated activities to support the PDD requirements, including the TPA’s.
7. Additional individual and group work will be assigned and completed in - and outside of class. Due dates will be provided when the work is assigned if work is to be completed outside of class. Weekly discussions and application will often focus on the assigned content and, as a result, assigned work will not be accepted late. In-class assignments will be collected the same session. They will normally consist of a product (either a short written paper or a brief oral or lesson presentation) completed by a group of students resulting from a group exercise or dialogue. Because of the group nature of these in class assignments they cannot be made up.

**Methods of Instruction**
Discussion / Lecture, Peer Coaching, Guided Discovery, Student Presentations, Systematic Observation

**GRADE SHEET FOR METHODS IN TEACHING PHYSICAL EDUCATION (KNES 442)**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Tentative Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discipline Content (77%)</strong></td>
<td>265 points</td>
</tr>
<tr>
<td>1. Quizzes on Readings (7) 5pts each</td>
<td>35 points</td>
</tr>
<tr>
<td>2. Reflective Papers (5) 5pts each</td>
<td>25 points</td>
</tr>
<tr>
<td>3. Assigned Articles (5) 5 pts each</td>
<td>25 points</td>
</tr>
<tr>
<td>4. Lesson Plans (2) 10 points each</td>
<td>20 points</td>
</tr>
<tr>
<td>5. 2-week unit plan (30 pts)</td>
<td>30 points</td>
</tr>
<tr>
<td>6. Assessment Tool(s) (2) 10pts each</td>
<td>20 points</td>
</tr>
<tr>
<td>7. Final Exam</td>
<td>50 points</td>
</tr>
<tr>
<td><strong>Application Experiences (23%)</strong></td>
<td>60 points</td>
</tr>
<tr>
<td>1. Systematic Observation Activity</td>
<td>30 points</td>
</tr>
<tr>
<td>2. Peer Teaching (plan 10, teach 15, reflection 5)</td>
<td>30 points</td>
</tr>
</tbody>
</table>

**NOTE: All assignment descriptions are located on TITANium on separate forms.**

**Grading Scale**
- A = 93-100%
- B+ = 86-89%
- C+ = 76-79%
- D+ = 66-69%
- F = 61% and below
- A- = 90-92%
- B = 83-85%
- C = 73-75%
- D = 63-65%
- B- = 80-82%
- C- = 70-72%
- D- = 60-62%

**ASSUMPTION OF RISK BY STUDENT**
Having been informed of the general risks associated with physical activity and the specific risks associated with the particular performance course, classroom activity or field experience, the student assumes the potential risk and consequences described.

**ACADEMIC DISHONESTY**
Student academic dishonesty will result in penalties ranging from a failing grade on an assignment or examination, to a failing grade for the course, to referral to the Office of Student Affairs for a determination of suspension or dismissal from the University, as described in the University Catalog, refer to the California Code of Regulations, Section 41301, Title 5. For the full details of CSUF...
policy on academic dishonesty, see http://www.business.fullerton.edu/ethics/files/UPS300-021.pdf

**SPECIAL NEEDS ACCOMODATIONS**

Please inform the instructor during the first week of classes about any disability or special needs that you may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to the California State University Policy, students with disabilities need to document their disabilities at the Disabled Student Services Office (DSS), located in UH-101 and at (657) 278 – 3112, in order to receive prescribed accommodations appropriate to their disability. http://www.fullerton.edu/DSS/handbook/DSSGenInfo.htm

**EMERGENCY INFORMATION**

Please click on the link and review Emergency Procedures for CSUF. http://prepare.fullerton.edu/
### KNES 442 WEEKLY COURSE OUTLINE – TENTATIVE

**Fall 2013**


<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Lecture/Lab</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) 8/27</td>
<td>Overview of Class, Quality Physical Education for the Adolescent, Objectives</td>
<td>Complete information Sheet, Syllabus and Content Standards</td>
</tr>
<tr>
<td>(2) 9/3</td>
<td>Continue overview of class. Frameowrk Chapter 1 Goals and Standards Based Physical Education, National Standards and State Standards discussion</td>
<td>Bert: Chapter 1 Article 1 Due: Reflective Framework for Teaching Physical Education</td>
</tr>
<tr>
<td>(3) 9/10</td>
<td>Investigating Current Practices; <strong>Spectrum of Teaching Styles.</strong></td>
<td>Bert: Chapter 3: Framework Chapters 2-4 Article 2 Due: Self-Monitoring</td>
</tr>
<tr>
<td>(4) 9/17</td>
<td>University Supervisors visit, Teaching Effectiveness (powerpoint): Framework Chapter 6 Instruction</td>
<td>Due: Neatly Written Teaching Schedules; School Calendar, Bell Schedule (2 copies) Article 2 Due: High Skills Progression</td>
</tr>
<tr>
<td>(5) 9/24</td>
<td>Content Standards (powerpoint), Content Analysis, Curriculum Models</td>
<td>Article Due 3: Teaching Games for Understanding Model</td>
</tr>
<tr>
<td>(6) 10/1</td>
<td>Assessment</td>
<td>Bert: Chapter 10; Framework Chapter 5 Due: Three Unpacked Standards Article Due 4: Sport Education Model</td>
</tr>
<tr>
<td>(7) 10/8</td>
<td>Instructional Formats, Distant Interactions (powerpoint): Designing Lesson Plans; Framework Ch. 6; Choosing teaching topic.</td>
<td>Article Due 5: Distant Interactions <strong>Due: Objectives and Sample Lesson Plan</strong> Due: Sample Block Plan from School Site</td>
</tr>
<tr>
<td>(8) 10/15</td>
<td>Curriculum Models; Unit Planning; working on Peer Teaching Plans</td>
<td><strong>Due: Assessment Tool 1;</strong> Bring resources for Peer Teaching to work with during class; <strong>Draft of Lesson Plan</strong></td>
</tr>
<tr>
<td>(9) 10/22</td>
<td>Peer Teaching 1 &amp; Systematic Observation (PowerPoint)</td>
<td><strong>Due: All Peer Teaching Lesson Plans; PowerPoint Slides for Lecture</strong></td>
</tr>
<tr>
<td>(10) 10/29</td>
<td>Peer Teaching 1 (continued)</td>
<td><strong>Due: Reflections from Peer Teaching</strong></td>
</tr>
<tr>
<td>(11) 11/5</td>
<td>Peer Teaching 2</td>
<td><strong>Due: All REVISIED Peer Teaching Lesson Plans AND Reflections from Peer Teaching</strong></td>
</tr>
<tr>
<td>(12) 11/12</td>
<td>Assessment: Framework Chapter 5</td>
<td>Due: All Peer Teaching Lesson Plans Due: Reflections from Peer Teaching Due Draft of Unit Plan and Lesson Plans</td>
</tr>
<tr>
<td>(13) 11/19</td>
<td>Curriculum and CA Laws: Universal Access: Framework Chapter 7</td>
<td><strong>Due: Systematic Observation Project</strong> Due: Unit Plan</td>
</tr>
<tr>
<td>(14) 11/26</td>
<td>Fall Recess: No School</td>
<td></td>
</tr>
<tr>
<td>(15) 12/3</td>
<td>Assessment and Course Overview</td>
<td><strong>Due: Assessment Tool 2</strong></td>
</tr>
<tr>
<td>(16) 12/10</td>
<td>Exam and Pulling it all together: Framework Chapters 8, 9 and Appendices</td>
<td></td>
</tr>
<tr>
<td>(17) 12/17</td>
<td>Final Time: 5:00pm-6:50pm</td>
<td></td>
</tr>
</tbody>
</table>
**Assume you have a class of 45 students

**Designing Meaningful Unit Plans (30 points)**

2 week Due: 11/19

Should include the following info and outline should follow this.

1. Elements of a Unit Plan (objectives of the unit; skill and activities; instructional procedures; equipment, facilities, & instructional devices; culminating activities; evaluation; suggested weekly (block plan) schedule
2. Bibliography and References

**Skeleton Structure**

1. Title and grade level (1 pt)
2. Articulate with California Content Standards [not overarching standards but specific standards – all that apply to the unit plan content.] (3 points)
   
   You may choose to use just a few but really unpack them. Include specific standards for motor skills, fitness, and the socio/psychological areas (grades K-8 = 1-5 and HS = 1-3)

3. Analysis and description of setting (2 pts)
   
   A. Previous experiences and exposure to activity
   
   B. Limiting Factors: class size class org, mixing grades, facilities & equipment, period of day class meets
   
   C. Rationale for including the activity

4. Objectives (3 pts) [Cog and PM must be measurable]
   
   A. General unit objectives
   
   B. Specific Behavioral Objectives
      
      a. Psychomotor (physical performance) skills
      
      b. Cognitive (knowledge) of skills
      
      c. Affective (attitudes and feelings)

5. Organization (2 pts)
   
   A. Time (length of unit)
   
   B. Space available
   
   C. Equipment and Supplies
   
   D. Basic grouping of students
   
   E. Number of groups

6. Content (14 pts)
   
   A. Introduction of the activity
   
   B. Skills (diagram all drills)
   
   C. Activities and lead up games
   
   D. Assessment Tools for Skills Performance (rubrics)
   
   E. Written Tests for Knowledge of Skills
   
   F. Block Plan for entire unit
   
   G. Grading Procedures

7. References and resources [at least five different references/resources (5 pts)
   
   You must include at least 5 references other than personal contacts.
Unit Plan (30 points)
1. Title and grade level (1 pt)
2. Articulate w/California Content Standards [specific standards- all that apply in unit plan] (3 pts)
3. Analysis and description of setting (2 pts)
   A. Previous Experiences & exposure to activity
   B. Limiting Factors
   C. Rationale for including the activity
4. Objectives (3 pts)
   A. General unit objectives
   B. Specific Behavioral Objectives
5. Organization (2 pts)
   A. Time (length of unit)
   B. Space available
   C. Equipment and Supplies
   D. Basic grouping of students
   E. Number of groups
6. Content (14 pts)
   A. Introduction of the activity
   B. Rules
   C. Skills (diagram all drills)
   D. Activities and lead up games
   E. Skills tests
   F. Written Tests
   G. Block Plan for entire unit
   H. Grading Procedures
7. References and resources [at least 5 references] (5 pts)
   Must include at least 5 references other than personal contacts.

Total _______________
Assessment Tool Assignment (10 Points)
Due 10/15

Objective: Create 1 assessment tool.
1. Find out a Unit you will be teaching during Spring Semester 2015 (other than your Unit Plan topic).
2. Select the Content Standards (CS) [1, 2, 5 or 3, 4, 5 for Middle School and 1, 3 or 2, 3 for High School] for one skill in the unit for the specific grade level you will be teaching.
3. After locating the CS’s, isolate the specific content from the standard you will be teaching. For example, 7th grade 1.1: Demonstrate a mature technique for overhand throw, 2.2: Analyze movement patterns and correct errors, 5.2: Accept responsibility for individual improvement.
   a. Content for 1.1: Critical elements of the overhead throw
      i. Step with opposition
      ii. Transfer weight
      iii. Holding ball or object above shoulder
      iv. Bring elbow back and follow through across body on release
   b. Content for 2.2: Using critical elements below allow students the opportunity to work with others to analyze movement patterns and correct errors.
      i. Step with opposition
      ii. Transfer weight
      iii. Holding ball or object above shoulder
      iv. Bring elbow back and follow through across body on release
   c. Content for 5.2: Responsibility
      i. Allowing opportunities for self-improvement
      ii. Documenting self-improvement with pre/post data
4. Referring to the textbook, *Meeting Physical Education Standards through Meaningful Assessment*, create an assessment tool using an example from the book. Reference the page you found the assessment tool on and the modifications you made to the original tool. Include the content from #3 above for your skill.
Assessment Tool Assignment 2 (10 Points)
Due 12/3

Objective: Create 1 assessment tool.
1. Find out a Unit you will be teaching during Spring Semester 2015 (other than your Unit Plan topic).
2. Select the Content Standards (CS) [1, 2, 5 or 3, 4, 5 for Middle School and 1, 3 or 2, 3 for High School] for a skill in the unit for the specific grade level you will be teaching.
3. After locating the CS’s, isolate the specific content from the standard you will be teaching. For example, 7th grade 1.1: Demonstrate a mature technique for overhand throw, 2.2: Analyze movement patterns and correct errors, 5.2: Accept responsibility for individual improvement.
   a. Content for 1.1: Critical elements of the overhead throw
      i. Step with opposition
      ii. Transfer weight
      iii. Holding ball or object above shoulder
      iv. Bring elbow back and follow through across body on release
   b. Content for 2.2: Using critical elements below allow students the opportunity to work with others to analyze movement patterns and correct errors.
      i. Step with opposition
      ii. Transfer weight
      iii. Holding ball or object above shoulder
      iv. Bring elbow back and follow through across body on release
   c. Content for 5.2: Responsibility
      i. Allowing opportunities for self-improvement
      ii. Documenting self-improvement with pre/post data
4. Using the same content from #3, locate an assessment tool from chapter 5 in the Framework, reference the page and identify the modifications you made from the original tool. You may find specific examples in the grade level chapter/area in the Framework book too. Include the content from #3 above for your skill.
Criteria for Selecting Assessment Tools: Yes, No, How?

<table>
<thead>
<tr>
<th>CRITERIA for Assessing Assessment Tools</th>
<th>YES?</th>
<th>NO?</th>
<th>HOW can the tool be adjusted to meet the criteria?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the tool generate a response that matches the verb in the content standard?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Does the tool require students to generate a response rather than just select a response?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. In your mind, does the response generated represent the nature of the learning in the content standard?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. In your mind, does the response generated represent the kind of quality for the acceptable performance indicated in the content standard?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Is the tool developmentally appropriate?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Do the students at this grade level have the skills (linguistic, vocabulary, writing, and reading) needed to generate the response?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Does the response represent what students actually need to do to be successful when they use this response beyond the assessment and in the real world?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Designing Your Own Assessment Tool

Content:

Evidence:

Description of the Tool:

1. A response that matches the verb in the content standard.
2. Requires students to generate a response rather than just select a response.
3. The response generated represents the nature of the learning in the content standard.
4. The response generated represents the kind of quality for the acceptable performance indicated in the content standard.
5. The tool is developmentally appropriate.
6. The students at this grade level have the skills (linguistic, vocabulary, writing, and reading) needed to generate the response.
7. The response represents what students actually need to do to be successful when they use this response beyond the assessment and in the real world.
KNES 442 Systematic Observation Project  
(30 points) DUE:  
November 19

The primary purpose of this assignment is for you to become confident and competent at making reliable self-assessments of your teaching. There are several parts to this project. Be sure to answer each part according to the directions. It may be helpful to refer to the systematic observation lecture notes on power point sent to you via email. You may use any of the coding sheets distributed in class or make up your own (i.e. use of names).

Perform THREE separate and different observations from your video/DVD. Each observation must be a minimum of 10 minutes. You must include duration recording to measure your management, activity, and instructional time.

1. Define the Goals you will use for each Observation Data (6 points)
2. Strong and Specific Definitions of Behavior to be Observed for each Observation (most valid information relative to goals - purposefulness) (6 points)  
*** CAREFULLY STUDY YOUR DEFINITIONS BEFORE YOU DO YOUR OBSERVATIONS***

3. Identification of Recording Technique Used (3 points) (e.g., Event, Interval, Group Sampling, etc.)
4. Accuracy of Coding (3 points)
5. Reflection: ½ page per observation (no more) (9 points) 
   Ask yourself “What I found”
   “What I will change/improve”
   A. Grammar
   B. Content
   C. Suggestions for Improvement
6. Overall Presentation (3 points)

Please turn in your videotape along with the coding form(s). Write the time sequence from the video next to the coding tool (i.e. use of names = 2-12 minutes of 15 minute lesson). Basically, I need to be able to locate the portion you observed from your video for your coding.

NOTE: On the first assignment, reflect on the specific changes you want to make for your second peer teaching. List 3 goals you have you have for yourself for your next peer teaching assignment.

NOTE: On your second assignment, reflect on your progress during the second peer teaching from your results and goals of your first peer teaching.
NAME:

______________

Three separate observations based on your video of peer teaching.

1. Goals (6 pts) ____
2. Def. of Behavior (6 pts) ____
3. ID recording Tech (3 pts) ____
4. Accuracy of Coding (3 pts) ____
5. Reflection (9 pts) ____
   (grammar, content, suggestions and improvements)
6. Overall Presentation (3 points) ____

Overall Comments:
Peer Teaching 1 Reflection (5 points)
Due the Class AFTER you teach

1. Briefly discuss how you engaged your learners (students) in the content you taught.

2. Describe transitions you used throughout your lesson.

3. Discuss how you assessed student learning throughout your lesson.

4. Describe the value of the closure in providing you personal feedback about student learning of the content you presented.

5. Discuss 3 highlights of teaching and creating this lesson.

6. Discuss 3 changes you will make to this lesson when you teach it again?

Peer Teaching Reflection 2 (5 points)
Due the Class AFTER you teach

Respond to the questions below after your second peer teaching. Reflect and discuss the differences, challenges, and highlights you encountered from your first and second peer teaching experiences.

1. Briefly discuss how you engaged your learners (students) in the content you taught.

2. Describe transitions you used throughout your lesson.

3. Discuss how you assessed student learning throughout your lesson.

4. Describe the value of the closure in providing you personal feedback about student learning of the content you presented.

5. Discuss 3 changes you would make if you were to teach this lesson again?

6. Discuss 3 highlights of teaching and creating this lesson.

<table>
<thead>
<tr>
<th>5 points</th>
<th>4 points</th>
<th>3 points</th>
<th>2/1 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>All responses were clear and all questions were answered completely.</td>
<td>Most responses were clear and most questions were answered completely.</td>
<td>Some responses were clear and some questions answered completely.</td>
<td>Few responses were written clearly and not all questions were answered.</td>
</tr>
</tbody>
</table>
LESSON PLAN CONTENT

Grade Level (6, 7, 8 or HS)

Content Standards with Evidence

Parts of the Lesson:
- **Anticipatory Set**
- Instant Activity
- Health Related Fitness (Content Standards 3 & 4 & 5)
- **Lesson Focus (Content Standards 1 & 2 & 5)**
- Game
- **Closure**

Equipment:

Time Allotted per section and within each section

**Content:** (Incl. Student Tasks/Critical Elements/Q. for Understanding)

**Organization/Management:** (Incl. Routines)/Safety Issues,

Grouping/Equipment/Teaching Hints, TRANSITIONS

Student Objectives for Fitness and Lesson Focus: Should match Content from Standards, (Incl.

- **Task/Situation/Criterion**
  - Cognitive:
  - Psychomotor:
  - Affective:

References: Make them complete

Closure Questions: Should refer to Content Standards and Objectives
### CONTENT KNOWLEDGE (7pts)

<table>
<thead>
<tr>
<th>Breakdown of Content for Student Learning</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health-Related Fitness (1pt)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson Focus (1pt)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Articulation with CA Content Standards

| Health-Related Fitness (1pt) |     |    |          |
| Lesson Focus (1pt)           |     |    |          |

### Objectives: Specific and Measurable

| Health-Related Fitness (1pt) |     |    |          |
| Lesson Focus (1pt)           |     |    |          |

### Closure Questions (1pt)

### ORGANIZATION (3 pts)

| Transitions (.5pt)           |     |    |          |
| Teaching Hints stated (.5pt) |     |    |          |
| Classroom Management Strategies Stated Throughout Lesson (.5pt) |     |    |          |
| Diagrams (.5pt)              |     |    |          |
| Safety Addressed (.5pt)      |     |    |          |
| References (.5pt)            |     |    |          |

### TOTAL POINTS Earned
This scoring guide will be utilized with all reflective writes (not article reviews).

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2/1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I look at my learning experiences and identify areas of concrete knowledge and conceptual understanding. I express my understanding of new concepts by making at least three (3) references to information learned in readings/presentation/video within the learning unit. I include personal reflection on how my new learning affects my practice as a teacher. I discuss past experiences/knowledge and comment on how they have shaped my learning.</strong></td>
<td><strong>I describe my understanding of new concepts by making at least two (2) references to information learned in readings/presentation/video within the learning unit. I include personal reflection on how my new learning affects my practice as a teacher. I discuss past experiences/knowledge. I identify areas in which I need to improve.</strong></td>
<td><strong>I describe my understanding of new concepts by making at least one (1) reference to information learned in readings/presentation/video within the learning unit. I include personal reflection on how my new learning affects my practice as a teacher. I discuss past experiences/knowledge.</strong></td>
<td><strong>I do not make reference to the course material to describe what I learned or where I need to improve. I do not include personal reflection on how my new learning impacts my role as a teacher, or I only include a personal reflection to describe what I learned.</strong></td>
</tr>
</tbody>
</table>
KNES 442
ARTICLE REVIEW AND CRITIQUE FORMAT

Make a copy of the article and turn in with your assignment.

1. Provide the reference for the article – APA style [6th ed] (Authors, Date, Title, Journal, Volume/Issue, page(s). See example below:


2. Read and write a quick review of the article.
3. Reflect on what the author(s) were discussing.
4. Discuss your thoughts about the article. Be specific on what you will take from this article and apply in your own teaching.

**ONE PAGE 1 ½ spaced.**
This will be the format for all article reviews.

<table>
<thead>
<tr>
<th>Reflection Paper Scoring Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5</strong></td>
</tr>
<tr>
<td>I look at my learning</td>
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<tr>
<td>experiences and identify</td>
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<tr>
<td>knowledge and conceptual</td>
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<tr>
<td>understanding. I express</td>
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<tr>
<td>my understanding of new</td>
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<tr>
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<tr>
<td>three (3) references to</td>
</tr>
<tr>
<td>information learned in the</td>
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<tr>
<td>readings. I include personal</td>
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<tr>
<td>reflection on how my new</td>
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<tr>
<td>learning affects my practice</td>
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<tr>
<td>as a teacher. I discuss past</td>
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<tr>
<td>experiences/knowledge. I</td>
</tr>
<tr>
<td>identify areas in which I</td>
</tr>
<tr>
<td>need to improve. I discuss</td>
</tr>
<tr>
<td>past experiences/knowledge. I</td>
</tr>
<tr>
<td>personal reflection on how</td>
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<tr>
<td>my new learning affects my</td>
</tr>
<tr>
<td>practice as a teacher. I</td>
</tr>
<tr>
<td>discuss past experiences/</td>
</tr>
<tr>
<td>knowledge and comment on how</td>
</tr>
<tr>
<td>they have shaped my learning.</td>
</tr>
</tbody>
</table>

| **4**                         |
| I describe my understanding  |
| of new concepts by making at |
| least two (2) references to  |
| information learned in the   |
| readings. I include personal |
| reflection on how my new      |
| learning affects my practice  |
| as a teacher. I discuss past  |
| experiences/knowledge. I      |
| identify areas in which I     |
| need to improve. I discuss    |
| past experiences/knowledge. I |
| personal reflection on how    |
| my new learning affects my    |
| practice as a teacher. I      |
| discuss past experiences/     |
| knowledge and comment on how  |
| they have shaped my learning. |

| **3**                         |
| I describe my understanding  |
| of new concepts by making at |
| least one (1) reference to    |
| information learned in the    |
| readings. I include personal  |
| reflection on how my new      |
| learning affects my practice  |
| as a teacher. I discuss past  |
| experiences/knowledge. I      |
| identify areas in which I     |
| need to improve. I discuss    |
| past experiences/knowledge. I |
| personal reflection on how    |
| my new learning affects my    |
| practice as a teacher. I      |
| discuss past experiences/     |
| knowledge and comment on how  |
| they have shaped my learning. |

| **2/1**                      |
| I do not make reference to   |
| the course material to       |
| describe what I learned or   |
| where I need to improve. I    |
| do not include personal      |
| reflection on how my new      |
| learning impacts my role as  |
| a teacher, or I only include |
| a personal reflection to      |
| describe what I learned.     |

Single Subject Credential Program, California State University Fullerton, 2013 468
KNES 449S – Seminar in Teaching Physical Education (3 units)  

Spring 2015

449S: T - 4:00 to 6:45 PM  (KHS-119, 221 and 204)

Instructor: Clay Sherman, Ph.D.
Office: KHS-252
Phone: 278-4386
Office Hrs: T/H – 11:30 AM to 1:00 PM; T – after 449S (or by appointment)
email: csherman@fullerton.edu

COURSE DESCRIPTIONS:

KNES 449S – Seminar in Teaching Physical Education (3)
Co-requisite KNES 449I. Seminar in problems and teaching in a single subject in secondary school. Must be taken Credit/No Credit (“B” or better required to receive a grade of credit).

REQUIRED READINGS:

2. Articles to support selected seminar topics from professional journals (JofPERD, Strategies, etc.) available from instructor.
COURSE/LEARNING OBJECTIVES

1. The seminar will provide opportunities to discuss issues, concerns, and problems that you will encounter during your semester as a student teacher. Typically these discussions focus on classroom management; unit and lesson planning; characteristics of successful teachers; short- and long-range planning; the student teacher/master teacher relationship; student assessment; lessons adaptations for English learners, special populations, and readers of various levels; and other timely issues in physical education.

2. The seminar will include orientation to the current status of the physical education teaching profession introducing important local and state issues and recent research findings.

3. The seminar will review the requirements that are outlined in the STUDENT TEACHER HANDBOOK and assist in maintaining a cooperative and communicative relationship with your master teachers and university supervisors that will result in a rewarding semester of student teaching.

4. The seminar will offer assistance with the job application and interview process. Lead-up and mock interviews will be used to allow students to practice and receive feedback regarding their emerging and improving interview skills.

5. The seminar will assist with completion of the application for your Level I credential and plans to complete your Level II credential.

COURSE REQUIREMENTS:

1. **Unit Plans/Lesson Plans**: For each unit you teach during the student teaching semester, you are required to develop a unit plan of instruction. Each unit matrix (or block – summary of unit) must be cleared by your master teacher and university supervisor prior to beginning the unit. The completed unit plan includes lesson plans for each class in the unit. Each lesson you teach throughout student teaching must be accompanied by a lesson plan. As part of the evidence for this requirement, you will hand-in a contract signed by you, your master teacher, and your university supervisor that indicates you have completed the above requirements (see Contract Form).

2. **Mock Interview**: Each student will participate in several mock job interview experiences. First, small group practice will occur during class time. Second, students will record and reflect on at least one mock interview using Video Stream on the CSU Fullerton Career Center website (fullerton.edu/career/). Third, students will participate as an interviewee and interviewer during formal mock interviews conducted in class. You will be required to find a job you would consider applying for from job boards and job announcements. You are required to provide a copy of the job announcement (or detailed description of the job from contacting the school or district) to the instructor at least one week prior to your interview. Prepare responses to commonly asked interview questions. Bring supportive materials, such as examples of innovative teaching strategies, teaching portfolio, etc. Interviews will be evaluated by your peers, your instructor, and other faculty in attendance. **Portfolio**: You will continue to refine your “work” in an “interview” portfolio suitable for display to prospective employers. You will bring your
portfolio to your mock interview for the “search committee” to evaluate.

3. **Conference Workshop:** Each student will select a topic relevant to teaching physical education and prepare a 15 minute mini-workshop that will be delivered to the class during the last 5 weeks of class. Your instructor will provide several examples of suitable topics and styles of presentation.

4. As part of your professional development, you are required to participate in the annual CAHPERD conference in Garden Grove, Ca.

**COURSE EVALUATION:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit/Lesson Plans</td>
<td>40%</td>
</tr>
<tr>
<td>Mock Interview</td>
<td>20%</td>
</tr>
<tr>
<td>Video Stream</td>
<td>10%</td>
</tr>
<tr>
<td>Assignments and workshop</td>
<td>20%</td>
</tr>
<tr>
<td>Professional Development</td>
<td>10%</td>
</tr>
<tr>
<td>Workshop/Conference</td>
<td>10% (Southern District CAHPERD, etc.)</td>
</tr>
</tbody>
</table>

You must earn **80%** of the points possible to pass this class. You also must attend **10** of the 11 on-campus classes to receive credit for this course.

**Academic Dishonesty** will be handled in accordance with the guidelines set forth in the CSUF catalogue.

http://www.fullerton.edu/senate/documents/PDF/300/UPS300-021.pdf

**Assumption of Risk/Insurance:** The primary purpose of the lab activities (and teaching experiences) designed for this course is to increase your understanding of effective human movement instructional practice and provide opportunities for you to apply that knowledge. Although we will not be engaged in any extremely strenuous activity, there are inherent risks associated with any type of physical activity. Having been informed of the general risks associated with physical activity and the specific risks associated with movement activities, the student assumes the potential risks and consequences described.

The university does not have or provide health or non-travel accident insurance for students. Matriculate CSUF students are entitled to use services available at the campus Student Health Center during its normal hours of operation. Students are advised to carry an adequate health insurance policy of their own. Reasonably priced limited coverage insurance is available through the Associated Students (contact the Information Desk in the University Center for further details).

**Required Attire:** The applied nature of this course will require you to participate in physical activity. Please dress appropriately. To receive credit for applied labs, assignments, and other experiences you must wear athletic tennis shoes (platform tennis shoes are not acceptable). **Have appropriate footwear available every class meeting.**
**Special Needs:** The University requires students with disabilities to register with the Office of Disability Support Services (DSS), located in UH-101 and at (714) 278 – 3112, in order to receive prescribed accommodations appropriate to their disability. Students requesting accommodations should inform the instructor during the first week of classes about any disability or special needs that may require specific arrangements/accommodations related to attending class sessions, completing course assignments, writing papers or quizzes/tests/examinations.”  (http://www.fullerton.edu/disabledservices/)

The course instructor will review appropriate actions in the event of an on-campus emergency. Please review the following website on your own.  http://prepare.fullerton.edu/

**Selected Assignments and Topics for Discussion:**

1. Evaluation of pedagogical preparation for subject specific content instruction in physical education. The following for will be used to assess this competency (Standard 8). [Subject-Specific Evaluations](http://www.sscphandbook.org/subject-specific-evaluation.html). The candidate will first self-assess and then the seminar instructor will confirm that the form criteria have been met.

2. During the seminar course, candidates continue their focus on the content standards by addressing them in their required daily lesson plans and unit plans. During weeks 2 and 4, a unit matrix/block plan is due. During weeks 3 and 5, a complete unit plan is due with peer feedback. Students will submit at least three more complete unit plans electronically as these occur during the student teaching semester.

3. Candidates **complete a contract** that requires the master teachers and university supervisor to sign off on the completion of at least five unit plans that address the content standards, teaching strategies, and assessment of student learning. Each candidate will submit the the contract sheet at the mid-term (week 8) and at the final seminar (week 16). Each unit plan is assessed for the inclusion of three or more references to be used in teaching the unit. One or more of the references must include activity/sport relevant concepts, principles, or strategies applied in the unit. The concepts come from the kinesiology subdisciplines of biomechanics, exercise physiology, sport/exercise psychology, or motor learning.

4. During weeks 2 and 12, candidates discuss and debate the topic: “How Can We Avoid Dumbing Down Physical Education?: Strategies to Overcome the Status Quo.” Candidates will review and explore class-generated topics from the subdisciplines and develop ideas related to inclusion in units and daily lessons. For example, each lesson plan includes a “Set Induction” which will answer the question: How does this content apply to my life as a student, athlete, performer, learner, etc.? Candidates will then explore ways to develop these subdisciplinary topics during lesson tasks, drill, activities, etc. Lesson closures will review this content and reinforce how it is applicable to students’ lives.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Readings</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/21</td>
<td>Prof Devel. Article</td>
<td>Course Overview: unit/lesson plans; mock interviews; CAHPERD Conferences (Southern Section and upcoming State); ST Forms; Standards to Objectives; Interview portfolio; TPAs; current issues?? Focus HEAVILY ON Extensions and Cues. *Workshop1: Sherman – Warm-up and cool-down: Dynamic and Static Stretching. Class Formations: Grids.</td>
</tr>
<tr>
<td>2</td>
<td>1/28</td>
<td>Prof Devel. Article</td>
<td>First unit MATRIX due (copy, you keep original).</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>*Workshop2: Kristen O’Kura – Project Adventure- Standard 5 emphasis. Student group meeting. - Avoiding the “dumbing down of physical education.” Seminar discussion and practical application (pt 1)</td>
</tr>
<tr>
<td>3</td>
<td>2/4</td>
<td>Prof Devel. Article</td>
<td>First unit plan due with peer feedback (copy, you keep original).</td>
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<tr>
<td></td>
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<td></td>
<td>*Workshop3: Neal Caldwell – Building your class/school Physical Education website. Primal movements (Standards 3 and 4). Read TARGET article for next time.</td>
</tr>
<tr>
<td>4</td>
<td>2/11</td>
<td>Prof Devel. Article</td>
<td>Meeting time – 5 to 745 pm. Second unit MATRIX due (copy, you keep original). Interview Preparation I (In class interview practice). Workshop4: TARGET and intelligent progressions.</td>
</tr>
<tr>
<td>5</td>
<td>2/18</td>
<td></td>
<td>Meeting time – 5 to 745 pm. Interview Preparation II. In class and online interview Practice – (bring laptop if you have one). *Workshop5: Sherman – Commercial Curricula w/s; Second unit plan due with peer feedback (copy, you keep original). Job announcements due for mock interview: send electronic copy to me by 2/24.</td>
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<tr>
<td>6</td>
<td>2/25</td>
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<td>TPA 3 Due on: No class: State CAHPERD Conference.</td>
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<tr>
<td>7</td>
<td>3/4</td>
<td></td>
<td>Meeting time – 4 to 645 pm. * Mock Interview 1: (6 candidates, 3 interv committee). STI-1 due (US, STs, Self)</td>
</tr>
<tr>
<td>8</td>
<td>3/11</td>
<td></td>
<td>Meeting time – 4 to 645 pm.</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>9 3/18</td>
<td>* Mock Interview 2: (6 candidates, 3 interv committee).&lt;br&gt;<strong>Unit Plan Check List (first draft due): scan and email to me.</strong>&lt;br&gt;<strong>Meeting time – 4 to 645 pm.</strong>&lt;br&gt;* Mock Interview 3 (6 candidates, 3 interv committee).</td>
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<tr>
<td>10 3/25</td>
<td>* Mock Interview 4 - (6 candidates, 3 interview committee).&lt;br&gt;<strong>Meeting time – 4 to 645 pm.</strong>&lt;br&gt;* Mock Interview 3 (6 candidates, 3 interv committee).</td>
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<tr>
<td>11 4/1</td>
<td><strong>Spring Break (no class)</strong></td>
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<tr>
<td>12 4/8</td>
<td>Prof Devel articles&lt;br&gt;<strong>Select Journal Article for next session.</strong>&lt;br&gt;- Avoiding the “dumbing down of physical education.”&lt;br&gt;Seminar discussion and practical application (pt 2)&lt;br&gt;* Teaching w/s: __________________________&lt;br&gt;Teaching w/s: __________________________&lt;br&gt;Teaching w/s: __________________________&lt;br&gt;<strong>TPA 4 Due on</strong></td>
<td></td>
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<tr>
<td>13 4/15</td>
<td>Prof Devel articles&lt;br&gt;<strong>Select Journal Article for next session.</strong>&lt;br&gt;* Teaching w/s: __________________________&lt;br&gt;Teaching w/s: __________________________&lt;br&gt;Teaching w/s: __________________________</td>
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<td>14 4/22</td>
<td>Prof Devel articles&lt;br&gt;<strong>Select Journal Article for next session.</strong>&lt;br&gt;* Teaching w/s: __________________________&lt;br&gt;Teaching w/s: __________________________&lt;br&gt;Teaching w/s: __________________________</td>
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<tr>
<td>15 4/29</td>
<td>Prof Devel articles&lt;br&gt;Kristen Luzzi and Kristy McCrossan – Credential paperwork.&lt;br&gt;* Teaching w/s: __________________________&lt;br&gt;Teaching w/s: __________________________&lt;br&gt;Teaching w/s: __________________________</td>
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</table>
| 16 5/6  | __Wrap it up; **Unit Plan Checklist (final) Due; STI-2 due (US, MTs, Self)**
CALIFORNIA STATE UNIVERSITY, FULLERTON
College of Natural Sciences and Mathematics
Mathematics
Teaching Mathematics in Secondary School Syllabus
MAED442, CRN 19498
Fall 2014

Location: McCarthy Hall 390
Day and Time: T 4:00 – 6:45  MH390
Instructor: Dr. Margaret L. Kidd
Office: McCarthy Hall 380C E-mail: mkidd@fullerton.edu Phone:
657-278-2547
Office hours: TW 2:30-3:45 or by appointment
Technical support: (657) 278-7777

Table 1: Education Unit Conceptual Framework

<table>
<thead>
<tr>
<th>EDUCATION UNIT CONCEPTUAL FRAMEWORK</th>
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<tbody>
<tr>
<td><strong>Mission</strong></td>
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<tr>
<td>The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Outcomes and Indicators</th>
</tr>
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<tbody>
<tr>
<td>After successful completion of a program of study, our credential recipients and program graduates are:</td>
</tr>
</tbody>
</table>

1. **Knowledgeable and Competent Specialists who**
   a) demonstrate a strong foundation of knowledge
   b) implement effective practice
   c) use current technologies for teaching and learning

2. **Reflective and Responsive Practitioners who**
   a) advance just, equitable, and inclusive education
   b) make informed decisions
   c) participate in collaborative endeavors
   d) think critically and creatively

3. **Committed and Caring Professionals who**
   a) demonstrate leadership potential
   b) maintain professional and ethical standards
   c) engage in continuous improvement
PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES
Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found at the faculty documents section of the COE website.

RESPONSE TIME
All emails will be answered within 24 hours.

COURSE DESCRIPTION
According to the CSUF Single Subject Credential Program Student Handbook:

During the Extern Semester, credential candidates should consider themselves as co-professionals rather than as students. The manner in which candidates conduct themselves at the university and in their school assignments should reflect this perspective. Professional dress and demeanor are imperative in this program. The Extern is responsible for regular attendance and punctuality in the school assignment and in all California State University, Fullerton classes.

Therefore, a maximum of one pre-approved absence will be allowed in the class; although, there should be none. More than one absence will be interpreted as wanting to drop out of the class. Be on time! Start being professional! Be positive! Everyone will be tired, but must work through it. Be positive. If there is a problem, find a solution. We are all in this together.

STUDENT LEARNING GOALS AND RELATED OBJECTIVES
The main objectives of this course are to prepare you in practical ways to be a successful beginning teacher of mathematics and to establish a foundation you can build on to become a successful professional teacher of mathematics. Discussions, activities, and assignments will be integrated with your field experience: your school classroom will be a laboratory where you can observe and experiment, and the university classroom will be a forum for sharing, analyzing, and learning from your field experience. The content and methods of this course reflect current thinking about mathematics education as expressed in the NCTM's Principles and Standards for School Mathematics.

Course Strands: The strands that are included in the course include the following: Mathematics Content; History and Current Practices; Classroom Management; Mathematics Curriculum and Materials; Learning Mathematics; Planning for Instruction and Assessment; Professional Practice and Growth

Students will be able to do the following:
Demonstrate a strong foundation in subject matter knowledge
Demonstrate pedagogical skill & Understanding
Demonstrate ability to use technology for teaching and learning
Promote diversity
Make informed decisions
Engage in collaborative endeavors
Think critically
Become change agents
Maintain professional and ethical standards
REQUIRED TEXTS
www.prenhall.com/huetinck
   ISBN 0-691-02356-5 (Any edition is fine)

OTHER REQUIRED MATERIALS
California Content Standards (download from: http://www.cde.ca.gov/re/cc/
NCTM Membership (nctm.org)
CMC Membership
Attendance at CMC-South Conference in November of credential year
NCTM Standards (download from nctm.org or order from NCTM)
TI-84+ overhead calculator (or another graphing calculator)
Microsoft Word

RECOMMENDED MATERIALS

ATTENDANCE
A maximum of one pre-approved absence will be allowed in the class; although, there should be none. More than one absence will be interpreted as wanting to drop out of the class.
Be on time! Three tardies will be considered one absence.

GRADING POLICY AND GRADING STANDARDS FOR THE COURSE
This course will use a letter grade system. A grade of A or B will be considered passing. The expectation is that all work will be done and handed in on time. Since you are now a professional, you shall be treated as one.
Requirements will include (but not be limited to):
Weekly write up of/reaction to assigned readings or other assignment
Participation in the weekly discussion both in class and on Blackboard Philosophy of Mathematics Education paper
Weekly journal/reflections on what you are doing in class
One Unit Plan (including authentic assessments);
Various Lesson Plans
Daily reflections on teaching (when you begin teaching)
Demonstration lesson(s)
Analysis of student work
Other assignments TBA

EXTRA CREDIT OPTIONS
None

LATE ASSIGNMENTS
Not accepted

ASSIGNMENT DESCRIPTIONS
See Schedule

TECHNICAL REQUIREMENTS
Microsoft Word

UNIVERSITY INFORMATION

Titanium
As a registered student you are enrolled in Titanium. You may access Titanium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact (657) 278-5619. If you still need more help, contact (657) 278-7777. Check Titanium weekly, the night before class, for any pertinent or last minute, updated information.

Students with Special Needs
Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disability Support Services (DSS) Office in order to be accommodated in their courses.

Academic Dishonesty Policy
Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021 found at the UPS section of the Academic Senate website.

Two week plan for distant instruction should on-campus instruction be interrupted
In case of instruction interruption, please check the course website for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Titanium groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444
Emergency Contact
In the event of emergency, contact the University Police at (657) 278-3333. Additional information can be found at the CSUF Emergency Preparedness website.

Library Support
Pollak Library Assistance available for Online Students with online instruction guidelines are available on the CSUF library website.

Policy on Retention of Student Work
All of your work on a CD will be collected on the last day of class and retain them indefinitely.

EMERGENCY INFORMATION
Students should familiarize themselves with the actions they should take in an emergency at (http://prepare.fullerton.edu/)

**EMERGENCY Procedures:**
In the event of an emergency such as earthquake or fire:
- Take all your personal belongings and leave the classroom. Use the stairways located to the right of MH 390.
- Do not use the elevator. They may not be working once the alarm sounds.
- Go to the lawn area towards Nutwood Avenue. Stay with class members for further instruction. For additional information on exits, fire alarms and telephones, Building Evacuation Maps are located near each elevator.
- Anyone who may have difficulty evacuating the building, please see the instructor.
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| Aug 26   | READ: Huetinck, pp 1-13  
           READ: Short History of Math Education*  
           THINK: What did I learn?  
           WRITE: Reaction paper (2-3 pages [double spaced!])  
           READ: PSSM pp 3-27 or on TITANium | Sept 2 Day 2     |
| Sept 2   | READ: PSSM pp 287-333  
           READ: CAContent Standards grades 7-12 pp 58 – 79  
           WATCH: Watch the posted videos regarding the Common Core  
           THINK: How are they similar/different?  
           WRITE: Compare and contrast the two Standards  
           READ: Boaler - When learning no longer matters  
           WRITE: 1+ page reaction paper  
           READ: Battista's article  
           WRITE: 1+ page reaction paper | Sept 9 Day 3     |
| Sept 9   | READ: Heutinck pp. 34- 42 and pp. 47 - 51 + handouts  
           THINK: Learning Styles and Motivation  
           WRITE: At least 5 pages on the above. Describe how instructional strategies, learning styles effect the classroom setting.  
           Further describe your learning and teaching style. Give a practical example of your learning experience.  
           Find Philosophy of Teaching from EDSC 310 – Philosophy of Math Education DUE NOV 18 | Sept 16 Day 4    |
| Sept 16  | READ: Pollak’s Solving Problems  
           THINK: What did I learn?  
           WRITE: 1+ page reaction paper  
           READ: Polya- Sections 1 and 2  
           THINK: What are two new things I have learned  
           WRITE: A couple of pages  
           READ: Stigler’s TIMMS articles  
           WATCH:  
           http://ccdl.libraries.claremont.edu/cdm/singleitem/collection/lap/id/71  
           THINK: What are the implications for my teaching?  
           WRITE: 3+ page reaction paper  
           READ: The Mathematical Tasks articles - be prepared to discuss. | Sept 23 Day 5    |
| Sept 23  | READ: Art of Questioning  
           THINK: What did I learn?  
           READ: Never Say Anything a Kid Can Say  
           READ: Teaching Sec Math  
           WRITE: 2-3 page reaction paper  
           READ: Bloom’s taxonomy  
           THINK: What about my students?  
           WRITE: A Couple paragraphs reaction paper  
           READ: Ball’s article | Sept 30 Day 6    |
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 30</td>
<td>Day 6</td>
<td><strong>THINK:</strong> What are the implications for my teaching&lt;br&gt;<strong>WRITE:</strong> A couple of <em>paragraphs</em> on it&lt;br&gt;<strong>READ:</strong> J. Boaler’s article&lt;br&gt;<strong>THINK:</strong> What are the implications for my teaching&lt;br&gt;<strong>OBSERVATION:</strong> Listen to teacher’s questioning. Are process questions turned into content questions?&lt;br&gt;<strong>JOT:</strong> Down what you hear.&lt;br&gt;<strong>BRING:</strong> EDSC 310 Philosophy of Teaching Mathematics to class</td>
</tr>
<tr>
<td>Oct 7</td>
<td>Day 7</td>
<td><strong>READ:</strong> Classroom Management article&lt;br&gt;<strong>THINK:</strong> React&lt;br&gt;<strong>WRITE:</strong> 1+ page reaction paper&lt;br&gt;<strong>READ:</strong> Huetinck pages 14-23 (Cooperative Groups) AND&lt;br&gt;<strong>READ:</strong> Research Based Instructional Practices.pdf Classroom Arrangement.pdf&lt;br&gt;<strong>THINK:</strong> How can I implement all of these in my classroom?&lt;br&gt;<strong>WRITE:</strong> 1+ pages&lt;br&gt;<strong>READ:</strong> Kidd article&lt;br&gt;<strong>THINK:</strong> What is my reaction?&lt;br&gt;<strong>WRITE:</strong> A few paragraphs reaction to this&lt;br&gt;<strong>READ:</strong> Chapter 4 in Huetinck&lt;br&gt;<strong>THINK:</strong> How can I implement this in my classroom?&lt;br&gt;<strong>WRITE:</strong> 1+ page reaction paper&lt;br&gt;<strong>LOOK:</strong> At classroom set up and determine what verbs teacher uses when asking questions.&lt;br&gt;<strong>WRITE:</strong> down the verbs.</td>
</tr>
<tr>
<td>Oct 7</td>
<td>Day 7</td>
<td><strong>READ:</strong> Huetinck pp. 193-201 (long range planning)&lt;br&gt;<strong>THINK:</strong> Something new I learned&lt;br&gt;<strong>WRITE:</strong> 1+ Pages and be ready to discuss&lt;br&gt;<strong>WRITE:</strong> Chapter Unit Plan for the one you will be teaching next. Include an authentic assessment. (you should revisit the websites provided in the External Links section)&lt;br&gt;<strong>OBSERVATION:</strong> How long do I wait after I ask a question?&lt;br&gt;<strong>DO:</strong> Using the CSUF template, write up lesson plan on geometric sequences (not a standard, per se) and be prepared to present it to the class&lt;br&gt;<strong>OBSERVATION:</strong> What types of questions does the teacher ask?&lt;br&gt;Are students engaged?&lt;br&gt;<strong>JOT:</strong> Down what you see.&lt;br&gt;<strong>Read:</strong> Read Cooperative Learning Articles&lt;br&gt;<strong>Write:</strong> 2 + pages on what you learned&lt;br&gt;******** Forms for Supervisor**&lt;br&gt;Name and Contact Information&lt;br&gt;Directions from CSUF to School Site&lt;br&gt;Campus Map with Classroom(s) Marked&lt;br&gt;Bell Schedule with Holidays&lt;br&gt;<strong>MT-3</strong> or its equivalent</td>
</tr>
<tr>
<td>Oct 14</td>
<td>Day 8</td>
<td><strong>READ:</strong> Summary of Homework&lt;br&gt;<strong>THINK:</strong> About implications for your teaching</td>
</tr>
<tr>
<td>Oct 21</td>
<td>Day 9</td>
<td><strong>READ:</strong> J. Boaler’s article&lt;br&gt;<strong>THINK:</strong> What are the implications for my teaching&lt;br&gt;<strong>OBSERVATION:</strong> Listen to teacher’s questioning. Are process questions turned into content questions?&lt;br&gt;<strong>JOT:</strong> Down what you hear.&lt;br&gt;<strong>BRING:</strong> EDSC 310 Philosophy of Teaching Mathematics to class</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>THINK:</td>
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<tr>
<td>Oct 21</td>
<td>Day 9</td>
<td>Rubrics help guide what answers should be given.</td>
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<td>Oct 25-26</td>
<td>CMC-S Conference Palm Springs</td>
<td>What kind of assessment is done on a daily basis? Are all students</td>
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<td>Oct 28</td>
<td>Day 10</td>
<td></td>
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<tr>
<td>Oct 28</td>
<td>Day 10</td>
<td></td>
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<tr>
<td>Nov 4</td>
<td>Day 11</td>
<td>About what went well and what did not go well and why for each class</td>
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<tr>
<td>Nov 4</td>
<td>Day 11</td>
<td>you are teaching.</td>
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<td>Nov 11</td>
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<td>Nov 11</td>
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<tr>
<td>Nov 11</td>
<td>NO CLASS Veteran’s Day</td>
<td><img src="https://de.autodesk.com/360-training/2020-04-24-06-59-03.png" alt="" /></td>
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<tr>
<td>Nov 18</td>
<td>Day 12</td>
<td></td>
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<tr>
<td>Dec 2</td>
<td>Day 13</td>
<td></td>
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<tr>
<td>Date</td>
<td>Notes</td>
<td></td>
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<tr>
<td>Nov 24</td>
<td>NO CLASS Thanksgiving</td>
<td></td>
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<tr>
<td>Dec 2</td>
<td>WRITE: Lesson Plan, reflection from each day you teach.</td>
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<td></td>
<td>Classroom Management Plan</td>
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<td></td>
<td>E-I/3-4 forms</td>
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<tr>
<td></td>
<td>Mini-Lesson Presentations</td>
<td></td>
</tr>
<tr>
<td>Day 13</td>
<td>First Day Letter</td>
<td></td>
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<td></td>
<td>CD or disk of semester papers</td>
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<tr>
<td>Dec 9</td>
<td>EVERYTHING DUE</td>
<td></td>
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<tr>
<td>Day 14</td>
<td>TPA 1 DUE 10/14/14</td>
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<tr>
<td>Dec 16</td>
<td>TPA 2 DUE 11/18/14</td>
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<td>Day 15</td>
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</table>
Teaching Mathematics in
Secondary School Syllabus

MAED442, CRN 12494
Dr. Cherie L Ichinose

Fall 2012
T 4:00 – 6:45 MH390

Office: McCarthy Hall 390A
Office Phone: 657-278-7637
Office Hours: T/W 2:00 – 3:30 or by appointment
E-mail: cichinose@fullerton.edu

Required materials:

www.prenhall.com/huetinck

   ISBN 0-691-02356-5 (Any edition is fine)

NCTM Membership (nctm.org)
CMC Membership (provided by CSUF)

TI-84+ overhead calculator (or another graphing calculator)
Microsoft Word

Recommended materials:

Johnson, David R. *Every Minute Counts, Making Minutes Count Even More, Motivation Counts*


**Course Description:**

According to the CSUF Single Subject Credential Program Student Handbook:

During the Extern Semester, credential candidates should consider themselves as co-professionals rather than as students. The manner in which candidates conduct themselves at the university and in their school assignments should reflect this perspective. Professional dress and demeanor are imperative in this program. The Extern is responsible for regular attendance and punctuality in the school assignment and in all California State University, Fullerton classes.

Therefore, a maximum of one pre-approved absence will be allowed in the class; although, there should be none. More than one absence will be interpreted as wanting to drop out of the class. Be on time! Start being professional! Be positive! Everyone will be tired, but must work through it. Be positive. If there is a problem, find a solution. We are all in this together.

The main objectives of this course are to prepare you in practical ways to be a successful beginning teacher of mathematics and to establish a foundation you can build on to become a successful professional teacher of mathematics. Discussions, activities, and assignments will be integrated with your field experience: your school classroom will be a laboratory where you can observe and experiment, and the university classroom will be a forum for sharing, analyzing, and learning from your field experience. The content and methods of this course reflect current thinking about mathematics education as expressed in the NCTM's *Principles and Standards for School Mathematics*.

**Course Strands:**

The strands that are included in the course include the following: Mathematics Content; History and Current Practices; Classroom Management; Mathematics Curriculum and Materials; Learning Mathematics; Planning for Instruction and Assessment; Professional Practice and Growth

**Grading:**

This course is taken for a grade. A grade of A or B will be considered passing. The expectation is that all work will be done and handed in on time. Since you are now a professional, you shall be treated as one. Requirements will include (but not be limited to):

- Weekly write up of/reaction to assigned readings or other assignment
- Participation in the weekly discussion both in class and on TITANium
- Philosophy of Mathematics Education paper
- Weekly journal/reflections on what you are doing in class
- One Unit Plan (including authentic assessments);
- Various Lesson Plans
- Daily reflections on teaching (when you begin teaching)
- Demonstration lesson(s)
- Analysis of student work
- Other assignments TBA

All Written assignments must be submitted through TITANium. Make sure your name is clearly listed on the file number as well the assignment. For example: *cichinose_day1_historymathematics*. All assignments are to be submitted by **3:30pm** on the due date.
**EMERGENCY Procedures:**
In the event of an emergency such as earthquake or fire:
- Take all your personal belongings and leave the classroom. Use the stairways located to the right of MH 390.
- Do not use the elevator. They may not be working once the alarm sounds.
- Go to the lawn area towards Nutwood Avenue. Stay with class members for further instruction. For additional information on exits, fire alarms and telephones, **Building Evacuation Maps** are located near each elevator.
- Anyone who may have difficulty evacuating the building, please see the instructor.

**Academic Dishonesty (excerpted from UPS 300.021)**
Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill, which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one's own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021, [http://www.fullerton.edu/senate/](http://www.fullerton.edu/senate/).

**Please inform me during the first week of classes about any disability or special needs that you have that may require specific arrangements related to attending the class sessions, carrying out class assignments, or writing papers or examinations. According to the California State University Policy, students with disabilities need to document their disabilities at the Disabled Student Services Office.**

**SCHOOL Closure:**
- If an emergency disrupts normal campus operations or causes the University to close for a prolonged period of time (more than three days), students are expected to complete the course assignments listed on the syllabus as soon as it is reasonably possible to do so.
- Students can determine the University's operational status by checking the University's web site at [http://www.fullerton.edu](http://www.fullerton.edu), calling the University's hotline number at 657-278-0911, or tuning into area radio and television stations. Students should assume that classes will be held unless they hear or read an official closure announcement.
Core Values
We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a lifelong process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

Based on our core values, our mission is as follows:

Mission Statement
Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

Student Outcomes and Indicators
After successful completion of a program of study, our credential recipients and program graduates are:

Outcome 1: Knowledgeable and Competent Specialists
- demonstrate strong foundation in subject matter or field of study
- demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- demonstrate ability to use technology as a resource

Outcome 2: Reflective and Responsive Practitioners
- promote diversity
- make informed decisions
- engage in collaborative endeavors
- think critically

Outcome 3: Committed and Caring Professionals
- become change agents
- maintain professional and ethical standards
- become life-long learners
Seminar in Secondary Teaching (MAED 449S)
Internship in Secondary Teaching (MAED 449I)
Spring 2014 Syllabus

Instructor: Margaret Kidd
Class Time: Wednesdays 4:00 – 6:45 PM MH 438
Office: MH380C
Office Hours: TW 2:00-3:30, or by appointment
Telephone: 657-278-2547
E-mail: mkidd@fullerton.edu
CRN: 19784

Table 1: Education Unit Conceptual Framework

EDUCATION UNIT CONCEPTUAL FRAMEWORK

Mission
The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

Program Outcomes and Indicators
After successful completion of a program of study, our credential recipients and program graduates are:

1. Knowledgeable and Competent Specialists who
   a) demonstrate a strong foundation of knowledge
   b) implement effective practice
   c) use current technologies for teaching and learning

2. Reflective and Responsive Practitioners who
   a) advance just, equitable, and inclusive education
   b) make informed decisions
   c) participate in collaborative endeavors
   d) think critically and creatively

3. Committed and Caring Professionals who
   a) demonstrate leadership potential
   b) maintain professional and ethical standards
   c) engage in continuous improvement
PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES
Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found at the faculty documents section of the COE website.

MISSION OF SECONDARY EDUCATION
The Mission of the Department of Secondary Education is to develop quality secondary school teachers. We are committed to providing a program that reflects the complex contexts of the secondary classroom and models a professional community where learning is interactive and dynamic. Our philosophy is to prepare educational leaders through a course of study which bases practice upon knowledge of current research in curriculum and instruction. We develop students as life-long learners, reflective practitioners, and change agents who positively influence decision-making in schools and communities to improve the education of adolescents.

COMMUNICATIONS AND RESPONSE TIME
All course announcements and personal e-mail are sent through TITANium. TITANium only uses CSUF e-mail accounts. Therefore, you MUST check your CSUF e-mail on a regular basis (several times a week) for the duration of the course.

The instructor makes every attempt to answer student emails in a timely fashion. It normally will not be longer than 24 hours. Announcements will be made if the instructor will be at a conference or traveling and therefore response time longer than usual. Office hours are at the top of the syllabus.

COURSE DESCRIPTION MAED 449S Seminar In Secondary Teaching
As in the Extern semester, a maximum of one pre-approved absence will be allowed in the class; although, there should be none. More than one absence will be interpreted as wanting to drop out of the class. Be on time! Be professional! Be positive! Everyone will be tired, but must work through it. Be positive. If there is a problem, find a solution. We are all in this together.

The main objectives of this course are to help you in practical ways to be a successful beginning teacher of mathematics and to establish a foundation you can build on to become a successful professional teacher of mathematics. Discussions, activities, and assignments will be integrated with your field experience: your school classroom will be a laboratory where you can experiment, and the university classroom will be a forum for sharing, analyzing, and learning from your field experience. The content and methods of this course reflect current thinking about mathematics education as expressed in the NCTMs Principles and Standards for School Mathematics.

STUDENT LEARNING GOALS AND RELATED OBJECTIVES

Course Goals

Through the activities and assignments in this course, you will:
1. Understand critical issues in mathematics education, particularly those impacting learners at high school level..
2. Develop knowledge of ways to address the issues in item 1 such that students’ needs are well-served by your actions as a teacher.
3. Recognize the diversity of students in the mathematics classroom by planning lessons that respect the knowledge students bring from their homes and communities.
4. Understand common theories of learning mathematics and how these guide instructional practices, particularly related to assessment.
5. Develop the ability to diagnose mathematical misunderstandings held by students and create learning opportunities to resolve those misunderstandings.
6. Understand the role of assessment in supporting learning (formative) and evaluating learning outcomes (summative) of students in mathematics courses.

Course Objectives
Through the activities and assignments in this course, students will:
1. Collaborate with other pre-service teachers on lesson planning and management in the classroom.
2. Develop practices that reflect findings from research about how to support and evaluate students’ conceptual understanding of mathematics.
3. Create units and lessons that are aligned with national professional standards for mathematics education as well as with the Common Core State Standards for Mathematics and district courses of study.
4. Explain and implement the rationale for learning processes, principles, and systems underlying instruction in mathematics education.
5. Develop weekly lesson plans to be used in student teaching (using Lesson Plan template) that have clearly stated goals and objectives.
6. Demonstrate competence in evaluating student achievement in mathematics education by reflecting on each lesson taught.
7. Develop, implement, and reflect on formative assessment instruments aimed at a range of content and process goals and objectives.

REQUIRED MATERIALS:
NCTM Student Membership
NCTM Standards
CMC Membership
TI-84+ overhead calculator (or other graphing calculator)
Microsoft Word

RECOMMENDED MATERIALS:
Johnson, David R. *Every Minute Counts, Making Minutes Count Even More, Motivation Counts*
GeometerSketchpad©

GRADING POLICY AND GRADING STANDARDS FOR THE COURSE
This course is taken for Credit/no Credit. A grade of A or B will be considered passing. Requirements will include (but not be limited to):
Unit or chapter plan for each unit taught in the semester
Lesson Plan for each different class taught turned in each week
  >If you teach a section for two days, you need two written lesson plans
  >If you teach two classes the exact same material, you only need one lesson plan.
Daily journal/reflections turned in weekly
Attendance and participation in class
Resume
Application for credential
All forms turned in on time.
Possible write ups of reaction to assigned readings and conference sessions
All lesson plans are due by 6:00 PM Friday, Saturday, or Sunday (as assigned) emailed to me.
Reflections on the previous week should be sent with your lesson plans.

**No Lesson Plan = No Teach**

**EXTRA CREDIT OPTIONS**
There are no Extra Credit options in this course

**LATE WORK, PARTICIPATION, AND ATTENDANCE**
Students are expected to attend and actively participate in all class sessions. Participation includes attentive listening, asking relevant questions, offering construction information or personal examples, engaging positively in group activities, and posting thoughtful comments to online discussions. Please identify a colleague in the class who will collect copies of any distributed materials in your absence (including returned assignments). Most instructional materials will be available on the course TITANium site.
This course is a requirement in the professional teacher preparation program approved by the state of California. It is imperative that you attend class regularly in order to earn a passing grade. Except for emergencies, no absence will be permitted unless it is granted by prior consultation with and approval by the instructor. Being late for class twice constitutes an absence. If you miss two classes, I will presume you do not want to finish the program.

**PROFESSIONALISM**
Members of the education profession have unique responsibilities placed upon them as so many people depend on them. Your conduct with students, colleagues, and faculty should be reflective of an attitude of professionalism. Among the responsibilities you have are meeting obligations on time and being thoroughly prepared when you walk into a classroom or meeting.

**CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION**
http://www.ctc.ca.gov/cstppublication/cstpreport.html
The teacher credential programs in Secondary Education at CSUF are aligned with the California Standards for the Teaching Profession and Teaching Performance Expectations, designed to prompt reflection about student learning and teaching practice and guide, monitor, and assess the progress of a teacher's practice toward professional goals and professionally-accepted benchmarks.
The Standards and Teaching Performance Expectations (TPEs) address the diversity of students and teachers in California schools today and reflect a holistic, developmental view of teaching. Thirteen expectations are organized under six standards:

A. **Making Subject Matter Comprehensible to Students**

  **TPE 1B: Subject Specific Pedagogical Skills for Single Subject Teaching Assignments**
B. Assessing Student Learning
   TPE 2: Monitoring Student Learning During Instruction
   TPE 3: Interpretation and Use of Assessments
C. Engaging and Supporting Students in Learning
   TPE 4: Making Content Accessible
   TPE 5: Student Engagement
   TPE 6B & C: Developmentally Appropriate Teaching Practices 4-8, 9-12
   TPE 7: Teaching English Language Learners
D. Planning Instruction and Designing Learning Experiences for Students
   TPE 8: Learning about Students
   TPE 9: Instructional Planning
E. Creating and Maintaining Effective Environments for Student Learning
   TPE: 10: Instructional Time
   TPE: 11: Social Environment
F. Developing As A Professional Educator
   TPE 12: Professional, Legal, and Ethical Obligations
   TPE 13: Professional Growth

BEHAVIOR
Behavior that interferes with classroom activities is considered disruptive and may be subject to disciplinary action. Such behavior inhibits other students’ ability to learn and the instructor’s ability to teach. A student responsible for disruptive behavior may be required to leave the class pending discussion and resolution of the problem, and may be reported to the Dean of Students Office, Judicial Affairs for further action.

ACADEMIC DISHONESTY (excerpted from UPS 300.021)
Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill, which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021, http://www.fullerton.edu/senate/

“Students who violate university standards of academic integrity are subject to disciplinary sanctions, including failure in the course and suspension from the university. Since dishonesty in any form harms the individual, other students and the university, policies on academic integrity are strictly enforced. I expect that you will familiarize yourself with the academic integrity guidelines found in the current student handbook.”

EMERGENCY POLICIES
In the event of an emergency such as earthquake or fire:
• Take all your personal belongings and leave the classroom. Use the stairways located at the east, west, or center of the building.
• Do not use the elevator. They may not be working once the alarm sounds.
• Go to the lawn area towards Nutwood Avenue. Stay with class members for further instruction.
• For additional information on exits, fire alarms and telephones, **Building Evacuation Maps** are located near each elevator.
• Anyone who may have difficulty evacuating the building, please see the instructor.

**SPECIAL NEEDS STUDENTS**

*Students with Special Needs: Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disabled Student Services Office (UH-101) in order to be accommodated in their courses.*

**Two week plan for distance instruction should on-campus instruction be interrupted**

In case of instruction interruption, please check the course Blackboard site for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Blackboard groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 714-278-4444.

*In the event of an emergency, contact the University Police at 714-278-3333.*

**UNIVERSITY INFORMATION**

**Titanium**

As a registered student you are enrolled in Titanium. You may access Titanium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact (657) 278-5619. If you still need more help, contact (657) 278-7777. Check Titanium weekly, the night before class, for any pertinent or last minute, updated information.

**Library Support**

The Pollak Library offers various resources and services to assist students receiving online instruction. Online instruction guidelines are available on the CSUF library website.

**University Learning Center**

The goal of the University Learning Center (UCL) is to provide all CSUF students with academic support in an inviting and contemporary environment. The staff of the University Learning Center is carefully selected and trained to assist students with their academic assignments, general study skills, and computer user needs. Additional information is available and appointments can be made at the UCL website.

**CSUF Writing Center**

The Writing Center offers all registered CSUF students the opportunity to receive writing assistance. More information is available and appointments can be scheduled at the Writing Center website.

**Policy on Retention of Student Work**

All assignments, except weekly lesson plans, should be submitted through TITANium. All assignments will be kept in electronic format for one semester following the end of the course.
MAED 449 Schedule Fall 2014
Assignments and Events

Day 1    Aug 27
Unit Plan, Lesson Plan due each week before you teach.
NO PLAN-NO TEACH
Reflections due at end of week you teach

Day 2    Sept 3
Read Chapter 6 Heutinck. Write a couple of paragraphs on it
1st Day Letters, Classroom Management Plan

Day 3    Sept 10
End of window to contact ALL parents in each class

Day 4    Sept 17
Bring Substitute Folder to Class – bring original

Day 5    Sept 24
Metacognition form and Course alike discussions

Day 6    Oct 1
Work on TPA 3 – bring computer to class

Day 7    Oct 8
Master Teachers’ mid-semester evaluation
Assessment discussion

Day 8    Oct 15
Student Video Presentation

Day 9    Oct 22
Student Video Presentation

Oct 25-26
CMC-S Palm Springs

Day 10   Oct 29
Student Video Presentation

Day 11   Nov 5
Student Video Presentation

Day 12   Nov 19
Student Video Presentation

Day 13   Dec 3
Student Video Presentation

Day 14   Dec 10
Master Teachers’ end of semester evaluation due
Credential Application   bring check for $25 to CSUF

Day 15   Dec 17
End of term party
Listed below are competencies required by the California Commission on Teacher Credentialing for Pedagogical Preparation for Subject-Specific Content Instruction in World Languages. Evaluation that the Teacher Candidate has met these elements is required for successful completion of 449S.

**Recommended Process for Completing this Evaluation:**
- The Teacher Candidate should identify the Lesson Plan Topics and Dates for which proficiency in the standard is demonstrated.
- The 449S Instructor should review lesson plans and record the date of review to confirm that the Teacher Candidate has met the requirements.
- When all elements have been met, both the Teacher Candidate and the 449S Instructor should sign this form and provide the original to the Teacher Candidate for record keeping.
- Successful completion of this evaluation should be noted in 449S.

**Single Subject Mathematics Candidates demonstrate ability to:**

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<th>Completed by: Teacher Candidate</th>
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<tr>
<td>Lesson Topic</td>
<td>Lesson Date</td>
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**Generic to all Subject Areas**

1. Plan and organize instruction to foster student achievement of state-adopted K-12 academic content standards for students in the subject area.

2. Use instructional strategies, materials, technologies and other resources to make content accessible to students.

3. Interrelate ideas and information within and across major subdivisions of the subject.

**Specific to Mathematics**

4. Teach the state-adopted academic content standards for students in mathematics (7-12).

5. Enable students to understand basic mathematical computations, concepts, and symbols, use them to solve common problems, and apply them to novel problems.

6. Help students understand different mathematical topics and make connections among them.

7. Help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations.

8. Provide a secure environment for taking intellectual risks and approaching problems in multiple ways.

9. Model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies.

10. Foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

11. Help students understand mathematics as a logical system that includes definitions, axioms, and theorems, and to understand and use mathematical notation and advanced symbols.

12. Assign and assess work through progress monitoring and summative assessments that include illustrations of student thinking such as open-ended questions, investigations, and projects.
Seminar in Secondary Teaching (MAED 449S)
Internship in Secondary Teaching (MAED 449I)
Spring 2013 Syllabus

Instructor: Cherie Ichinose
Office: MH390A
Telephone: 657-278-7637
CRN: 12661

Class Time: Wednesdays 4:00 – 6:45 PM
Office Hours: M-W 2:00-3:30, or by appointment
E-mail: cichinose@fullerton.edu
CRN: 12661

REQUIRED MATERIALS:
California Content Standards
NCTM Student Membership
NCTM Standards
CMC Membership
TI-84+ overhead calculator (or other graphing calculator)
Microsoft Word

RECOMMENDED MATERIALS:
Johnsen, David R. Every Minute Counts, Making Minutes Count Even More, Motivation Counts
GeometerSketchpad©

COURSE DESCRIPTION:
As in the Extern semester, a maximum of one pre-approved absence will be allowed in the class; although, there should be none. More than one absence will be interpreted as wanting to drop out of the class. Be on time! Be professional! Be positive! Everyone will be tired, but must work through it. Be positive. If there is a problem, find a solution. We are all in this together.

The main objectives of this course are to help you in practical ways to be a successful beginning teacher of mathematics and to establish a foundation you can build on to become a successful professional teacher of mathematics. Discussions, activities, and assignments will be integrated with your field experience: your school classroom will be a laboratory where you can experiment, and the university classroom will be a forum for sharing, analyzing, and learning from your field experience. The content and methods of this course reflect current thinking about mathematics education as expressed in the NCTMs Principles and Standards for School Mathematics.

GRADING:
This course is taken for Credit/no Credit. A grade of A or B will be considered passing.
Requirements will include (but not be limited to):
Unit or chapter plan for each unit taught in the semester
Lesson Plan for each different class taught turned in each week
  >If you teach a section for two days, you need two written lesson plans
  >If you teach two classes the exact same material, you only need one lesson plan.
Daily journal/reflections turned in weekly
Attendance and participation in class
Resume
Application for credential
All forms turned in on time.
Possible write ups of/reaction to assigned readings and conference sessions
All lesson plans are due by 6:00 PM Friday.
Reflections on the previous week should be sent with your lesson plans.

**No Lesson Plan = No Teach**

**LATE WORK, PARTICIPATION, AND ATTENDANCE**
Students are expected to attend and actively participate in all class sessions. Participation includes attentive listening, asking relevant questions, offering construction information or personal examples, engaging positively in group activities, and posting thoughtful comments to online discussions. Please identify a colleague in the class who will collect copies of any distributed materials in your absence (including returned assignments). Most instructional materials will be available on the course Blackboard site.

This course is a requirement in the professional teacher preparation program approved by the state of California. It is imperative that you attend class regularly in order to earn a passing grade. Except for emergencies, no absence will be permitted unless it is granted by prior consultation with and approval by the instructor. Being late for class twice constitutes an absence. If you miss two classes, I will presume you do not want to finish the program.

**PROFESSIONALISM**
Members of the education profession have unique responsibilities placed upon them as so many people depend on them. Your conduct with students, colleagues, and faculty should be reflective of an attitude of professionalism. Among the responsibilities you have are meeting obligations on time and being thoroughly prepared when you walk into a classroom or meeting.

**CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION**

http://www.ctc.ca.gov/cstppublication/cstpreport.html

The teacher credential programs in Secondary Education at CSUF are aligned with the California Standards for the Teaching Profession and Teaching Performance Expectations, designed to prompt reflection about student learning and teaching practice and guide, monitor, and assess the progress of a teacher’s practice toward professional goals and professionally-accepted benchmarks.

The Standards and Teaching Performance Expectations (TPEs) address the diversity of students and teachers in California schools today and reflect a holistic, developmental view of teaching. Thirteen expectations are organized under six standards:

- **A. Making Subject Matter Comprehensible to Students**
  - TPE 1B: Subject Specific Pedagogical Skills for Single Subject Teaching Assignments
- **B. Assessing Student Learning**
  - TPE 2: Monitoring Student Learning During Instruction
  - TPE 3: Interpretation and Use of Assessments
- **C. Engaging and Supporting Students in Learning**
  - TPE 4: Making Content Accessible
  - TPE 5: Student Engagement
  - TPE 6B & C: Developmentally Appropriate Teaching Practices 4-8, 9-12
  - TPE 7: Teaching English Language Learners
- **D. Planning Instruction and Designing Learning Experiences for Students**
  - TPE 8: Learning about Students
  - TPE 9: Instructional Planning
- **E. Creating and Maintaining Effective Environments for Student Learning**
  - TPE: 10: Instructional Time
  - TPE: 11: Social Environment
- **F. Developing As A Professional Educator**
  - TPE 12: Professional, Legal, and Ethical Obligations
  - TPE 13: Professional Growth

**BEHAVIOR**
Behavior that interferes with classroom activities is considered disruptive and may be subject to disciplinary action. Such behavior inhibits other students' ability to learn and the instructor's ability to teach. A student responsible for disruptive behavior may be required to leave the class pending discussion and resolution of the problem, and may be reported to the Dean of Students Office, Judicial Affairs for further action.

**ACADEMIC DISHONESTY (excerpted from UPS 300.021)**
Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill, which he/she in fact does not possess. *Cheating is defined as the act of...*
obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one's own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021,  http://www.fullerton.edu/senate/

“Students who violate university standards of academic integrity are subject to disciplinary sanctions, including failure in the course and suspension from the university. Since dishonesty in any form harms the individual, other students and the university, policies on academic integrity are strictly enforced. I expect that you will familiarize yourself with the academic integrity guidelines found in the current student handbook.”

In the event of an emergency such as earthquake or fire:

• Take all your personal belongings and leave the classroom. Use the stairways located at the east, west, or center of the building.
• Do not use the elevator. They may not be working once the alarm sounds.
• Go to the lawn area towards Nutwood Avenue. Stay with class members for further instruction.
• For additional information on exits, fire alarms and telephones, Building Evacuation Maps are located near each elevator.
• Anyone who may have difficulty evacuating the building, please see the instructor.

Students with Special Needs: Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disabled Student Services Office (UH-101) in order to be accommodated in their courses.

The University requires students with disabilities to register with the Office of Disabled Student Services (DSS), located in UH-101 and at (657) 278 – 3112, in order to receive prescribed accommodations appropriate to their disability. Students requesting accommodations should inform the instructor during the first week of classes about any disability or special needs that may require specific arrangements/accommodations related to attending class sessions, completing course assignments, writing papers or quizzes/tests/examinations.

Two week plan for distance instruction should on-campus instruction be interrupted

In case of instruction interruption, please check the course Blackboard site for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Blackboard groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 714-278-4444. 

In the event of an emergency, contact the University Police at 714-278-3333.
Core Values
We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

Based on our core values, our mission is as follows:

Mission Statement
Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

STUDENT OUTCOMES AND INDICATORS
After successful completion of a program of study, our credential recipients and program graduates are:

Outcome 1: Knowledgeable and Competent Specialists
- demonstrate strong foundation of knowledge in their fields of study
- demonstrate strong implementation of skills in their fields
- demonstrate ability to use technology as a resource

Outcome 2: Reflective and Responsive Practitioners
- promote diversity
- make informed decisions
- engage in collaborative endeavors
- think critically

Outcome 3: Committed and Caring Professionals
- become change agents
- maintain professional and ethical standards
- become life-long learners
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<tr>
<th>Signature Assignments, Forms, and Policies</th>
<th>Major TPEs Addressed</th>
<th>Education Unit Dispositions Expected of Candidates</th>
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<td>• Weekly Lesson Plans</td>
<td>TPE 1 Specific Pedagogical Skills for Subject Matter Instruction TPE 2 Monitoring Student Learning During Instruction TPE 3 Interpretation and Use of Assessments TPE 4 Making Content Accessible TPE 5 Student Engagement TPE 6 Developmentally Appropriate Teaching Practice TPE 7 Teaching English Learners TPE 8 Learning about Students TPE 9 Instructional Planning TPE 10 Instructional Time TPE 11 Social Environment TPE 12 Professional, Legal, and Ethical Obligations TPE 13 Professional Growth</td>
<td>Promote diversity Engage in collaborative endeavors Think critically Maintain professional and ethical standards Value life-long learning</td>
<td>▪ demonstrate strong foundation in subject matter knowledge or field of study ▪ demonstrate strong understanding and implementation of pedagogical skills or skills in their field ▪ demonstrate ability to use technology as a resource ▪ promote diversity ▪ make informed decisions ▪ engage in collaborative endeavors ▪ think critically ▪ become change agents ▪ maintain professional and ethical standards ▪ become life-long learners</td>
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<td>• Lesson Reflections</td>
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<td>• Writing Prompt Assessment</td>
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<td>• 449I 18 Week Student Teaching: Demonstration of knowledge of and skills in planning, implementing and evaluating instruction, curriculum, and assessment</td>
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<td>• CPC 1: Demonstration of professional, moral, legal, and ethical dispositions towards teaching and students</td>
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COURSE SYLLABUS
MUSED 442
FALL, 2013

Course Information.

Course Title: Principles and Methods of Teaching Music in the Public Schools
Credits: 3 units
Meeting Times: Wednesday, 4:30-7:15 p.m.
Meeting Place: Room 253 Performing Arts Building

Course Description: History, principles of public education, grades K-12, with emphasis on music. Philosophy, methods, materials and procedures for organizing and teaching music in elementary and secondary schools. Must take concurrently with Secondary Education 440F and 440S.

Instructor Information.

Instructor:
Dr. Dennis Siebenaler, Music Education
Office: PA 243; Phone: 657-278-3510; email: dsiebenaler@fullerton.edu
Office Hours: M, W 2:30-3:30, TH 1:15-2:15, or by appt.

Course Content and Calendar.
Please refer to Subject Calendar. All course work must be completed by the date assigned, and final grades will be determined by the final exam time (as printed in the Schedule of Classes).

Assignments, Attendance, Grading

–All assignments are to be completed on time and in a quality manner.
- All assignments are to be turned in electronically prior to the class meeting, and a hard copy brought to class.
–You should be on time for and in attendance for all class meetings. One absence is allowed for any reason, but you are still responsible for all assignments and material covered. More than one absence for any reason may result in failing the course. In rare
exceptions for serious and extenuating circumstances, make up work could be assigned at the discretion of the instructor. Incompletes will not be given in this course.

ASSIGNMENTS

Written Assignment #1: Music Autobiography
Bring to class AND submit online. The assignment will be 2-3 pages, double-spaced and typed in essay-style (i.e., with sentences and paragraphs). Write a music autobiography that describes your experiences with music throughout your life both in and out of school. You might include mention of your earliest recollection of “making music,” people who influenced you and your abilities in music, and experiences that significantly impacted your feelings and/or beliefs about music.

Written Assignment #2: School Profile
Bring to class AND submit online. The assignment will be 2-3 pages, double-spaced, and written in essay-style (i.e., with sentences and paragraphs). You are going to do some research on one of the schools to which you are assigned for observations and teaching. The intent is for you to learn about the place where you will be spending much of your time over the next several months. You can get information by reviewing public records (available online*), talking to school employees, looking at school yearbooks, and inquiring to local community members. The questions you need to answer are:

1. When was the school built?
2. What is the significance of the school’s name and mascot?
3. What were the demographics** of the community when the school first opened? (This may be hard to determine exactly for older schools; try asking the school records official and staff who have worked there for a long time.)
4. What are the current demographics of the student and teacher populations of the school?
5. What are some school-community ties that exist (e.g., PTA, band boosters, etc...)?
6. What are the music courses offered at the school?
7. What will you need to do to effectively support student learning at this school and how can you be better prepared to be successful in achieving this goal?

* Online resources for school data include
  - http://www.ed-data.k12.ca.us/welcome.asp
  - http://www.greatschools.net/cgi-bin/template_plain/advanced/CA/#county

** Demographics should include
  - total population,
  - population by home language/first language,
  - population by ethnicity, and
  - SES measures (use % in free- and reduced-lunch program).

Written Assignment #3: Journal Article Review
Bring to class AND submit online. A 2-3 page summary and critical review of a research article in music education. Be sure to include a copy of or link to the article. Your paper should be a brief summary of previous studies, the methodology and participants, results and conclusions.

Written Assignment #4: Observing Student Behavior
Bring to class AND submit online. This is a formal process of observing student behavior during a lesson in a classroom in which you are observing and/or teaching. The final report will be 3-4 pages, typed and double-spaced.

SECTION A: BACKGROUND CONTEXT
A1. Course name and grade level:
A2. Specific Content Objective(s):

SECTION B: EVALUATION OF LEARNING OBJECTIVE(S)
B1. What concepts, skills, and/or simple knowledge are being developed and assessed?
B2. What are the criteria for the evaluation of the student?

SECTION C: DATA ON STUDENT BEHAVIOR
C1. Choose one academic and one social behavior that you are focusing on for this student.
C2. What is the incidence of that behavior during the period observed?
C3. What strategies could be used to affect both the academic and social behaviors?

SECTION D: ANALYSIS
Following the documentation of the items above, decide how you would anticipate and approach these behaviors in your own classroom.

Written Assignment #5: Essay on Intelligent Music Teaching
Submit both in class AND online. This 3–4 page double-spaced word-processed essay should describe your response to the course text. It should be grounded in the text, reflect class discussions, and provide a foundation for your [intended] teaching practices. It should give an overall rationale for your teaching style and methods—how the book will affect your approach to teaching music? Your passion for teaching should be evident.

Specifically address the following points: These will provide the outline for your paper

- Your perspective on the precision of language
- Your perspective on what to teach
- Your approach to assessment and feedback
- Your plan for sequencing instruction
- Your expectations for transfer and effecting change
- Your view of the connections between school, community, and family in relation to the support of students’ learning
**Advocacy Assignment:** Give a 5-6 minute advocacy presentation, as if you were justifying your music program to the school board and superintendent. You may include audio-visual aids, research findings, and your personal experiences. Be professional and passionate.

**Thorough preparation for teaching a musical score**

Several assignments will be based on a musical score of your choice. This score is a piece that you could hypothetically teach in the second semester. Assignments will be explained in class and include: learning outcomes, lesson planning and rehearsal structure, creativity, and other curricular connections.

**Grading**

- Musical/Teaching Essay 10%
- Learning Outcomes 10%
- School Profile 10%
- Lesson/Rehearsal Plan 10%
- Journal Article Review 10%
- Integration Lesson 10%
- Student Observation 10%
- Advocacy 10%
- Creativity 10%
- Intelligent Music Teaching Essay 10%

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**Required Materials.**

Textbook – Intelligent Music Teaching by Robert Duke

Available from the Titan Bookstore (be prepared to participate in discussions based on readings assigned in the calendar)

State of California Framework for the Visual and Performing Arts

(available at www.cde.ca.gov/be/st/ss/ and www.cde.ca.gov/re/pn/fd/vpaframework.asp)

MENC: National Standards for Arts Education

(available at www.menc.org/publication/books/standards.htm)
Musical scores and other materials as assigned.

**Recommended Memberships**
- MENC Student Membership - **REQUIRED**
- Instrumentalist subscription for instrumentalists
- SCSBOA student membership for instrumentalists
- SCVA and ACDA student membership for choral students
- OAKE or AOSA membership for elementary/general students

**Facilities and Resources.**
The Michalsky Resource Center contains computers and audio and video playback equipment that can be helpful to you in this course.
The University Library contains an excellent selection of journals and books in music education as well as a fine audio collection.

**Academic Dishonesty**
It is assumed that everyone in this class will do his/her own work. Academic dishonesty will not be tolerated, will be reported, and a failing grade for the course assigned.

**Students with Disabilities**
Please inform the instructor during/after the first class meeting about any disability or special needs that may affect your performance in the class (including testing accommodations). According to California State University Policy, students with disabilities need to document their disabilities at the Office of Disability Support Services.
Course Purpose and Goals.

The goals of this course are to (1) help you become an effective, efficient, and engaging music teacher, and (2) give you the background, resources, and strategies for making decisions, solving problems, and engineering instruction relating to music teaching and learning. This is the only methods course in the credential program, and should be viewed as a crucial part of your professional preparation.

By the end of this course you will be able to:
1) Analyze critical issues in Music Education, decide on appropriate solutions to these issues, and then act dynamically to implement these solutions.
2) Utilize open-ended inquiry, and instructional techniques validated by formal research and direct experience.
3) Reflect critically on the major issues of Music Education through a variety of personal experiences.
4) Apply a variety of instructional procedures appropriate to different learning styles based on both convergent and divergent thinking techniques.
5) Empathize with divergent student populations in the Music Education classroom and modify instruction to meet the needs of these populations.
6) Review regularly the immediate and long-term objectives of each lesson within the context of impacting both personal and broader societal issues.
7) Empower your students with the opportunity to learn skills, knowledge, and values that will lead to the development of a more humane society in the future.
CALENDAR (subject to change)
MUSED 442 - Dr. Siebenaler

FALL, 2013

TOPICS IN THIS COLOR ARE RELATED TO WORK YOU WILL DO WITH THE SCORE YOU SELECTED.

August 28  COURSE INTRODUCTION
            Week 1  Choosing a score for analysis, planning and implementation

September 4  A Teaching Life (Duke, pp. 171-178)
              Week 2  The National Standards (MENC)
              Due: Assignment #1 – Music Autobiography

September 11  Lesson Planning
              Week 3  Precision in Language and Thought (Duke, pp. 9-22)
              Instructional objectives

September 18  Recruiting and Retention – promoting diversity of learners
              Week 4  Aptitude Testing
              What to Teach (Duke, pp. 23-47)
              Due: Assignment #2 – School Profile

September 25  Calendar Planning
              Week 5  Repertoire selection (making informed decisions)
              Sequencing Instruction (Duke, pp. 89-120)
              Due: (demonstrate pedagogical skills) LESSON PLANNING (task analysis), REHEARSAL STRUCTURE
October 2
TPA Task 1 (due October 7)
Week 6

October 9
Assessment (Duke, pp. 49-87)
Week 7
Due: INTEGRATION LESSONS (ability to collaborate with other academic areas)

October 16
Assessment applications, Grading, Portfolios, Rubrics
Week 8
Assignment #3 – Research Article Summary and Review

October 23
Due: Advocacy presentation assignment (you may use technology as a resource)
Week 9

October 30
Classroom management (ability to change behaviors)
Week 10
Music pedagogy – applications of various approaches (Orff, Kodaly, Dalcroze) to your current teaching situation
Assignment #4 – Observing Student Behavior (think critically of what is working and what is not)

November 6
Class Research Project (TBD)
Week 11

November 13
Feedback (Duke, pp. 121-137)
Week 12
Due: CREATIVITY, IMPROVISATION, COMPOSITION

November 20
Transfer – becoming life-long learners (Duke, pp. 139-157)
Career exploration in music
Week 13
TPA task #2 – (Due December 12)

—THANKSGIVING BREAK—NO CLASS—
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<th>Date</th>
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<td>December 4</td>
<td>Due: Assignment #5 – Essay on Intelligent Music Teaching</td>
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<td>Week 14</td>
<td>Motivation</td>
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<tr>
<td>December 11</td>
<td>Effecting change (Duke, pp. 159-169)</td>
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<tr>
<td>Week 15</td>
<td>Getting a job: resumes, cover letters, interviews</td>
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<td>Maintaining professional and ethical standards</td>
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<td>December 18</td>
<td>Final exam week; Individual interviews</td>
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EDUCATION UNIT CONCEPTUAL FRAMEWORK

Mission
The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.

Program Outcomes and Indicators
After successful completion of a program of study, our credential recipients and program graduates are:

1. Knowledgeable and Competent Specialists who
   a) demonstrate a strong foundation of knowledge
   b) implement effective practice
   c) use current technologies for teaching and learning

2. Reflective and Responsive Practitioners who
   a) advance just, equitable, and inclusive education
   b) make informed decisions
   c) participate in collaborative endeavors
   d) think critically and creatively

3. Committed and Caring Professionals who
   a) demonstrate leadership potential
   b) maintain professional and ethical standards
   c) engage in continuous improvement
PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES
Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found at the faculty documents section of the COE website.

RESPONSE TIME
The instructor will respond to email questions and online assignments usually within 24 hours of submission (except on weekends or during CSUF scheduled holidays). The instructor will check email at least twice per day, Mon.-Fri., once in the morning and once in the afternoon.

COURSE DESCRIPTION
Seminar in secondary teaching. For candidates who have declared for the single subject credential in music.

STUDENT LEARNING GOALS AND RELATED OBJECTIVES
This section presents the course’s student learning goals and lists the learning objectives related to each goal. The objectives indicate the competencies candidates will develop by the end of the course.

General Course Goals:

(1) Prepare you for applying, interviewing and accepting a job as a public school music teacher;
(2) Assure that you have the skills necessary to meet the needs of a public school teaching position;
(3) Assure that you have access to information or knowledge of where to acquire information in order to teach music and administer a music program successfully; and
(4) To address any deficiencies you find in your preparation as you student teach.

Specific Course Objectives:

1. The student teacher will develop a resume suitable for applying for a music teaching position in a public school district.
2. The student teacher will develop interview skills and acquire knowledge of interview techniques.
3. The student teacher will continue to learn to address public school students' various learning styles.
4. The student teacher will learn about specific concerns of and about first year teachers.
5. The student teacher will continue to develop access to the widest possible array of strategies for music teaching and learning.
6. The student teacher will videotape three lessons throughout the semester for feedback, and to address instructional effectiveness.
7. The student teacher will identify and address any skill or knowledge deficiencies in his or her preparation as a music teacher.

REQUIRED TEXT

RECOMMENDED MATERIALS AND RESOURCES
The Michalsky Resource Center contains computers and audio and video playback equipment that can be helpful to you in this course. The University Library contains an excellent selection of journals and books on music education. Your public school sites are the most important facilities for your career preparation. Get to know everything about the programs you are associated with. Keep a copy of everything you might use as a model next year.

ATTENDANCE AND PARTICIPATION
Students are expected to attend and actively participate in all class sessions. Participation includes attentive listening, asking relevant questions, offering information or personal examples, engaging positively in group activities, and providing thoughtful comments. Please identify a colleague in the class who will collect copies of any distributed materials in your absence (including returned assignments). Most instructional materials will be available on the course Titanium site.

This course is a requirement in the professional teacher preparation program approved by the state of California. It is imperative that you attend class consistently in order to earn a passing grade. No absence will be permitted unless it is granted by prior consultation with and approval by the instructor. Missing more than thirty (30) minutes of class time constitutes 1/3 of an absence. After one absence (regardless of the reason), a meeting will be arranged in order to determine whether you will be capable of completing the program and, if so, how you will do so.
GRADING POLICY AND GRADING STANDARDS FOR THE COURSE
This is a Credit/No Credit course. Credit will be given to students who attend class on time, who participate in class, and who complete all assignments on time with an average grade of B. Incompletes will generally NOT be given in this course, and only in accordance with University policy. Academic dishonesty will be treated according to University policy (see below). There is no final exam for this course.

EXTRA CREDIT OPTIONS
There will be no extra credit assignments, unless determined by the instructor under exceptional circumstances.

ASSIGNMENTS (Descriptions follow.)
2. Weekly readings as assigned in the textbook, with discussion questions.
3. Written reflections on your teaching practice (3 times).
4. Written reflections on videotapes of your teaching (3 times).
5. Subject-specific assessment of candidate proficiency (throughout the semester).

LATE ASSIGNMENTS
Late assignments will not be accepted unless due to a verifiable emergency or illness. Grades for late assignments will also be lowered one letter grade for each week late.

ASSIGNMENT DESCRIPTIONS
1. Weekly lesson plans - You will submit weekly lesson plans using the agreed upon format (indicating CA content standards in Music)
2. by Sunday evening (midnight) prior to the upcoming teaching week. Lesson plans are submitted electronically through Titanium and to your University Supervisor. Hard copies may be requested at any time and must be made available to your observer.
3. Assigned readings in the textbook, with questions assigned for in-class discussion and individual reflection.
4. Written reflections - These are 2-3 page double-spaced word-processed reflections on lessons you have recently taught in your classes. Each reflection must address a particular focus. In addition, your response should… Include data (student responses, etc…) that supports your assertions
Discuss how you will follow up, refine, and/or reteach the lesson. This can be brief but must show thoughtfulness.

Focus Topics for Reflections (will be explained further in class).

Reflection 1: Sequencing and pacing (2/13)
Reflection 2: Assessment and feedback (3/13)
Reflection 3: Long-term, life-long skill development (4/10)

4. Videotaped lessons and reflections - Videotape a lesson of your choice. You may structure the lesson as you see appropriate (e.g., whole class performance, sectionals, lessons, etc). View the lesson and analyze it according to the assigned topic of focus. The typed reflection will be 2-3 double-spaced pages and include:

A short description of the lesson (type of class, objectives, assessments)
Specific reference to observable student behavior/responses/performance
References to course readings and discussions
Assessment of your technical, conducting, and musical proficiency

Bring the video to class and cue it to a 5-minute segment that illustrates the strategic element, for class presentation and discussion.

5. To confirm that candidates have opportunities to learn practice, and reflect on the subject-specific criteria below, we are implementing this Fall 2014 a new subject-specific assignment in which the second semester 449S instructor assesses candidate proficiency. These forms are found at Subject-Specific Evaluations(http://www.sscphandbook.org/subject-specific-evaluation.html). Candidates first self-assess and then the student teacher seminar instructor reviews candidate lesson plans to confirm that these requirements have been met. This process will occur throughout the semester.

TECHNICAL REQUIREMENTS
All students will have access to a computer and the Titanium site for this class. All written assignments (including lesson plans) will be word-processed, submitted online through Titanium as well as in hard copy when requested. Please note the course calendar for assignment deadlines and method of submission. All students will also have access to a video recording device to review their own teaching, as well as sharing video clips in the class.

UNIVERSITY INFORMATION
[insert]
**Titanium**
As a registered student you are enrolled in Titanium. You may access Titanium for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact (657) 278-5619. If you still need more help, contact (657) 278-7777. Check Titanium weekly, the night before class, for any pertinent or last minute, updated information.

**Students with Special Needs**
Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disability Support Services (DSS) Office in order to be accommodated in their courses.

**Academic Dishonesty Policy**
Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021 found at the UPS section of the Academic Senate website.

**Two week plan for distant instruction should on-campus instruction be interrupted**
In case of instruction interruption, please check the course website for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Titanium groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444

**Emergency Contact**
In the event of emergency, contact the University Police at (657) 278-3333. Additional information can be found at the CSUF Emergency Preparedness website.

**Library Support**
Pollak Library Assistance available for Online Students with online instruction guidelines are available on the CSUF library website.
TENTATIVE

SCHEDULE Week 1.

January 22

Topic(s)
Introduction; syllabus; semester expectations

Week 2, January 29

Topic(s)
Recruiting: community and peer relations

Assignments Due
Lesson plans

Reading Assignments
Solitude of Success (p.1-11);

Week 3, February 5

Topic(s)
Supervisor relationships; emergency lesson plan; sequence and pace

Assignments Due
Lesson plans; Reflection 1 – sequencing and pacing

Reading Assignments
Up the Creek without a Paddle (p.12-17);

Week 4, February 12

Topic(s)
Making music meaningful; pace and sequence

Assignments Due
Lesson plans; Video plus Reflection 1 – sequencing and pacing

Reading Assignments
I Dreamed a Dream (p. 18-25);

Week 5, February 19
**Topic(s)**
Goals and objectives – personal, music program, district

**Assignments Due**
Lesson plans

**Reading Assignments**
A Sound Decision (p. 26-36);

**Week 6, February 26**

**Topic(s)**
Learning styles; role of performance; music aptitude; TPA 3

**Assignments Due**
Lesson plans

**Reading Assignments**
Playing for Pleasure (p. 37-44),

**Week 7, March 5 (TPA 3 due 3/4)**

**Topic(s)**
Assessment and feedback; lessons that relate to students

**Assignments Due**
Lesson plans; TPA

**Reading Assignments**
Best Laid Plans (p. 45-55);

**Week 8, March 12**

**Topic(s)**
Assessment and feedback; role of technology in a changing world

**Assignments Due**
Lesson plans; Reflection 2 – assessment and feedback

**Reading Assignments**
Ti-Ti-Ta and Technology (p. 56-64)

**Week 9, March 19**

**Topic(s)**
Unions vs. educational needs of children
Assignments Due
Lesson plans; Video plus reflection 2 – assessment and feedback

Reading Assignments
Fiddler on the Fence (p. 65-73)
Week 10, March 26

Topic(s)
Grading and rubrics; developing lifelong skills (priorities)

Assignments Due
Lesson plans; Reflection 3 – lifelong skill development

Reading Assignments
Yikes, an A+ in Band (p. 74-85)

CSUF Spring Break – No class

Week 11, April 9

Topic(s)
Field trips and rules; lifelong skills

Assignments Due
Lesson plans; Video plus reflection 3 – lifelong skills

Reading Assignments
No Way Out (p. 86-97)

Week 12, April 16

Topic(s)
Tradition; starting anew; TPA 4

Assignments Due
Lesson plans;

Reading Assignments
Marching to a Different Drummer (p. 108-117)

Week 13, April 23 (TPA 4 due 4/22)

Topic(s)
Interviewing; student soloes and leadership

Assignments Due
Lesson plans; TPA

Reading Assignments
The Right Choice (p. 118-130)
**Week 14, April 30**

**Topic(s)**
Getting a job; copyright issues

**Assignments Due**
Lesson plans; mock interviews 1

**Reading Assignments**
Copyright or Copywrong (p. 131-142)

**Week 15, May 7**

**Topic(s)**
Getting a job; personal ethics and values

**Assignments Due**
Lesson plans; mock interviews 2

**Reading Assignments**
Politically Correct but Morally Questionable (p. 143-151)
CALIFORNIA STATE UNIVERSITY, FULLERTON
Department of Theatre and Dance

TH ED 442: TEACHING THEATRE IN SECONDARY SCHOOLS
Fall 2012

KARI HAYTER
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Phone: (657) 278-7936
Office hours: By appt.only

DEPARTMENT OF SECONDARY EDUCATION
The Single Subject Credential Program is aligned with the California Standards for the Teaching Profession. These Standards are designed to prompt reflection about student learning and teaching practice and guide, monitor, and assess the progress of a teacher’s practice toward professional goals and professionally-accepted benchmarks. The Standards address the diversity of students and teachers in California schools today, and they reflect a holistic, developmental view of teaching. The six standards are based on current research and organized around six interrelated categories of teaching practice:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

ACADEMIC DISHONESTY
Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he or she does not possess. Cheating is the act of obtaining or attempting to obtain credit for work by the use of any dishonest, fraudulent, or unauthorized means. Plagiarism is the act of taking the specific substance of another and offering it as one’s own without giving credit to the source. An instructor who believes that an act of academic dishonesty has occurred is obligated to discuss the matter with the student involved. The instructor should possess reasonable evidence, such as documents or personal observation. An instructor who is convinced by the evidence that a student is guilty of academic dishonesty will (1) assign an appropriate academic penalty; and (2) report to the student involved, to the department chair, and to the vice president for student affairs the alleged incident and make recommendations for action.

COURSE DESCRIPTION: This course is primarily concerned with the multiple tasks and problems inherent in secondary school Theatre and English teaching. This course will
discuss and implement all TEACHING PERFORMANCE EXPECTATIONS as required by the State of California for the SECTEP program. Students will learn and practice how to teach advanced skills in the use of oral and written language as described in the state-adopted academic content standards for students in English Language Arts. Students will learn: specific methods for teaching major genres of literature; how to incorporate a comprehension program that includes oral and written language; the skills of content based reading and writing methods, and how to build on a foundation of linguistics that includes the phonological/morphological structure of the English language. Students will also learn and practice specific teaching strategies as adopted by the Visual/Performing Arts Framework. These include: processing sensory information through elements unique to theatre/artistic perception; producing works in theatre for creative expression; processing the historical and cultural origins of theatre; and pursuing meaning in theatre by incorporating aesthetic valuing; and relating what is learned in theatre to other subject areas and careers by encouraging connections, relationships and applications.

**General Course Requirements:**
- Attendance at all classes
- Participation in discussions on textbooks and other materials
- Coordination of instructional activities with master teachers and university supervisor
- Additional requirement as outlined in the Credential Handbook
- Because this is a credit/no credit course, you must complete every assignment with at least an 80% to pass the class

**Special Accommodations:**
The University requires students with disabilities to register with the Office of Disabled Student Services (DSS), located in UH-101 and available by phone at (657) 278 – 3112, in order to receive prescribed accommodations appropriate to their disability. Students requesting accommodations should inform the instructor during the first week of classes about any disability or special needs that may require specific accommodations related to attending class sessions, completing course assignments, writing papers or quizzes/tests/examinations.

**Specific Course Objectives:**
*At the completion of TH 442 each student will be able to:*
1. Analyze, solve and act upon critical issues in Theatre and English education.
2. Review short and long term goals of each lesson in terms of personal and societal needs.
3. Discuss and evaluate objectives and philosophies of Theatre and English education.
4. Formulate a philosophy of education.
5. Value and utilize open-ended instructional techniques and discussions.
6. Utilize various instructional techniques as they pertain to different learning styles.
7. Empathize with divergent student populations and modify instruction accordingly.
8. Formulate and utilize instructional objectives.
9. Organize, plan, and construct a year-long course of study, a unit plan project which involves 5 daily lesson plans for Theatre and English.
10. Reflect critically on major issues through multi-cultural and personal experiences.
11. Discuss, utilize and incorporate educational philosophies into the development of curricular programs.
12. Empower students with opportunities to learn skills and knowledge, which will lead to the construction of a more humane society in the future.
13. Evaluate and appraise instructional media.
14. Measure student achievement.
15. Identify, apply, and evaluate classroom discipline and control.
16. Organize, plan, and construct a personal portfolio.
17. Analyze critical issues in Theatre/English Education, explore appropriate solutions, and act to implement those solutions.
18. Learn and use open-ended inquiry and instructional techniques.
19. Reflect critically on issues through a variety of perspectives and personal experiences.
20. Empathize with diverse student populations in the classroom and design instruction to meet student needs.
21. Investigate the California Literature and Writing Projects.
22. Examine approaches to testing and evaluation.
23. Align curriculum, instruction and assessment to the state content standards.
24. Create content-specific adaptations for English learners, special populations, and readers of various levels.
25. Engage in content-specific curriculum mapping (unit plans).

**Papers:** All papers should be typewritten and double-spaced. Leave a 1 and a half-inch margin on the left side of the paper for comments and notes. Staple pages together and proofread ALL papers. All papers should demonstrate excellent writing skills.

**TEXTS:**
Burke, The English Teacher's Companion, 3rd edition
Spolin, Viola. Improvisation for the Theater: A Handbook of Teaching and Directing Techniques
Spolin, Theater Games for the Classroom: A Teacher's Handbook
Reading/Language Arts Framework for California Public Schools
Visual/Performing Arts Framework for California Public Schools

**ATTENDANCE:**
Attendance is expected at all classes. More than two absences results in a NO CREDIT grade.

**GRADING POLICY:**
Because this is a credit/no credit course, you must complete every assignment with at least an 80% to pass the class. All assignments must be completed with a grade of ‘B’ or
better in order to receive credit. THERE ARE NO MAKE UP ASSIGNMENTS ACCEPTED.

20% **YEAR-LONG COURSE OF STUDY:** Students will devise a year-long course of study for a beginning Drama course based on their philosophy of theatre education. Students must research potential resources to promote their ideas and activities. Students will construct a 36 week unit-based course of study based on the Visual and Performing Arts Framework and will present it thoroughly in outline form. Each unit must contain teacher/student objectives, activities used and assessment techniques.

20% **SEMESTER-LONG COURSE OF STUDY:** Students will devise a semester-long course of study for a Freshman English course based on their philosophy of English education. Students must research potential resources to promote their ideas and activities. Students will construct a 12 week unit-based course of study based on the English Framework/Standards and will present it thoroughly in outline form. Each unit must contain teacher/student objectives, activities used and assessment techniques.

10% **PORTFOLIO:** Students will prepare a professional teaching portfolio which will prepare them to enter the teaching profession as marketable professionals. The portfolio must be bound in a CSUF notebook and will include the following:

1. Resume
2. Statement of purpose
3. Philosophy of Theatre Education and English
4. Unit Plans/Sample Lesson plans (Theatre/English)
5. 3 Letters of Recommendation
6. Semester Course of Study: Theatre and English
7. Year Long Course of Study: Theatre and English

30% **UNIT PLAN PROJECT:** This project entails TWO unit plans (Theatre AND English) consisting of 5 daily lesson plans. The unit must contain the following: (a) five consecutive lesson plans (no tests), (b) title page, (c) goals for the unit, (d) objectives (from at least two domains including a least one upper level cognitive objective), (e) at least one motivational activity, (f) at least four different methods/approaches (both indirect and direct), (g) at least one alternate activity (which offers students a choice of options), (h) at least two supplemental out-of-class activities, (i) at least one small group activity, (j) at least three handouts/attachments, (k) a brief list of supplemental reading for students, and (l) a list of related resource materials for teachers including: at least one related journal article, one audio-visual resource, and one or two other books and/or curriculum materials.

20% **PHILOSOPHY OF THEATRE AND ENGLISH EDUCATION:** Students will write and present a 3-5 page paper on a personal philosophy of Theatre and English
education. The paper must address issues of learning, the student/teacher relationship, education, arts in education, and performance.

**TOTAL: 100%**

**ADDITIONAL REQUIREMENTS**
1. A 2 or 3-ring loose-leaf notebook to hold all class materials and handouts. This, in essence, becomes your main textbook.
2. A file, which contains at least 50, plays (descriptions, etc.) suitable for secondary school productions.
3. A file that contains scenes, monologue suitable for classroom use.
5. A daily journal.

Extensive practical guides and materials will be given in addition to the required texts. It is highly recommended that students become members of one or more of the following professional organizations (most offer student rates):
- AATE: American Alliance for Theatre and Education
- TEA: Theatre Education Association
- SCETA: Southern California Educational Theatre Association
- NCTE: National Council Teachers of English
- CATE: California Association Teachers of English

**WEEKLY SCHEDULES**

**August 29: Introduction and General Information**
- TPE F: Developing as a Professional Educator
  - 12. Professional, legal and ethical considerations
  - 13. Professional Growth
- TPE D: Planning Instruction/Designing Learning Experiences for Students
  - 8. Learning about Students
  - 9. Instructional Planning

*Homework*- Read/annotate: *TSIS Preface/Introduction/Ch.1-3*

*Burke Ch. 10 “Composing a Curriculum”*

*Spolin Preface, Ch.1 “Creative Experience”*

**September 5: Visual/Performing Arts Framework, English Framework/Standards, History of Theatre Education, Philosophy of Theatre Education**
- TPE F: Developing as a Professional Educator
  - 12. Professional, legal and ethical considerations
  - 13. Professional Growth
- TPE D: Planning Instruction/Designing Learning Experiences for Students
  - 8. Learning about Students
  - 9. Instructional Planning
**September 12: Instructional Objectives:** Bloom’s Taxonomy, Unit and Daily lesson planning, Curriculum planning, Philosophy of Theatre and English Education DUE

TPE A: Making Subject Matter Comprehensible to Students
1. Specific Pedagogical Skills for Subject Matter

TPE C: Engaging and Supporting Students in Learning
4. Making Content Accessible
5. Student Engagement
6. Developing Appropriate Teaching Practices
7. Teaching English Learners

**September 19: Teaching Academic Writing, Theatre Orientation**

**Daily Lesson Plan (Theatre/English) DUE**

TPE A: Making Subject Matter Comprehensible to Students
1. Specific Pedagogical Skills for Subject Matter

TPE C: Engaging and Supporting Students in Learning
4. Making Content Accessible
5. Student Engagement
6. Developing Appropriate Teaching Practices
7. Teaching English Learners

**September 26: Beginning Instructional Strategies: Questioning, Discussion, Critical Thinking, Motivational Techniques**

TPE A: Making Subject Matter Comprehensible to Students
1. Specific Pedagogical Skills for Subject Matter
2. Monitoring Student Learning During Instruction
Homework: Read/annotate: Burke Ch.4 “Teaching Reading in High School”
Spolin Ch. 5 “Acting With the Whole Body”
Spolin Handbook Ch.5-6 “Transformation/Sensory Games”
Complete: Unit Plan Outlines: Theatre and English

October 3: Teaching Literature and Reading, Unit Plan Outlines DUE
TPE A: Making Subject Matter Comprehensible to Students
  1. Pedagogical Skills for Subject Matter
TPE C: Engaging and Supporting Students in Learning
  4. Making Content Accessible
  5. Student Engagement
  6. Developing Appropriate Teaching Practices
  7. Teaching English Learners
TPE D: Planning Instruction/Designing Learning Experiences for Students
  8. Learning about Students
  9. Instructional Planning

Homework- Read/annotate: Spolin Ch.10 “Speech Exercises”
Spolin Ch. 11 “Emotion”
Spolin Handbook Ch.7-8 “Part of a Whole/Mirror Games”
Complete: Create lesson plans #2-5 for Theatre and English incorporating appropriate Lesson Plan Format.

October 10: Teaching Improvisation/Voice and Movement
TPE C: Engaging and Supporting Students in Learning
  4. Making Content Accessible
  5. Student Engagement
  6. Developing Appropriate Teaching Practices
  7. Teaching English Learners
TPE D: Planning Instruction/Designing Learning Experiences for Students
  8. Learning about Students
  9. Instructional Planning

Homework- Read/annotate: Burke Ch.5 “The Place/Purpose of Vocabulary Instruction”
Burke Ch. 6 “Putting Grammar in Its Place”
Spolin Ch. 12 “Character”
Complete Daily Lesson Plans: Theatre and English.

October 17: Vocabulary and Grammar Instruction, CROW, Semester Course of Study, Daily Lesson plans for Unit Plans DUE
TPE A: Making Subject Matter Comprehensible to Students
   1. Specific Pedagogical Skills for Subject Matter
TPE C: Engaging and Supporting Students in Learning
   4. Making Content Accessible
   5. Student Engagement
   6. Developing Appropriate Teaching Practices
   7. Teaching English Learners
TPE D: Planning Instruction/Designing Learning Experiences for Students
   8. Learning about Students
   9. Instructional Planning

Homework- Read/annotate: Burke Ch. 11 “Measuring Student Progress”
                        Spolin Handbook Ch. 9 “Who/Where/What”
Complete: Unit plans: Theatre and English.

October 24: Assessment, Rubrics, Grading, Evaluation, Testing,
             Unit plans DUE
TPE B: Assessing Student Learning
   2. Monitoring Student Learning During Instruction
   3. Interpretation and Use of Assessments
TPE C: Engaging and Supporting Students in Learning
   4. Making Content Accessible
   5. Student Engagement
   6. Developing Appropriate Teaching Practices
   7. Teaching English Learners
TPE D: Planning Instruction/Designing Learning Experiences for Students
   8. Learning about Students
   9. Instructional Planning

Homework- Read/annotate: Burke Ch. 25 “Creating a Thoughtful Community”
                        Spolin Ch. 7 “Refining Awareness”
                        Spolin Handbook Ch. 10 “Communicating with Words”
Complete: Semester Course of Study: Theatre

October 31: Classroom Discipline, Classroom Management, Year Long Course of
            Study: Theatre, Semester Course of Study (Theatre) DUE
TPE A: Making Subject Matter Comprehensible to Students
   1. Specific Pedagogical Skills for Subject Matter
TPE C: Engaging and Supporting Students in Learning
   4. Making Content Accessible
   5. Student Engagement
   6. Developing Appropriate Teaching Practices
   7. Teaching English Learners
TPE E: Creating and Maintaining Effective Environments for Student Learning
   10. Instructional Time
11. Social Environment

*Homework: Read/annotate Burke Ch. 13 “Media Literacy”  
Burke Ch. 16 “Teaching Students with Special Needs”  
Spolin Handbook Ch. 11 “Communicating with Sounds”  
*Complete: Semester Course of Study: English*

**November 7: Teaching Media Literacy, Instruction Media: Textbooks and teaching aids. Adapting lessons for English Learners, Special Populations, and readers of various levels. Semester Course of Study (English) DUE**

- TPE A: Making Subject Matter Comprehensible to Students
  1. Specific Pedagogical Skills for Subject Matter
- TPE C: Engaging and Supporting Students in Learning
  4. Making Content Accessible
  5. Student Engagement
  6. Developing Appropriate Teaching Practices
  7. Teaching English Learners
- TPE D: Planning Instruction/Designing Learning Experiences for Students
  8. Learning about Students
  9. Instructional Planning

*Homework: Read/annotate Burke Ch. 9 “Teaching Thinking”  
Burke “Teaching Poetic Texts” (p. 79-90)  
Work on Year Long Course of Study: Theatre.*

**November 14: Teaching Poetry, Teaching Thinking, Year Long Course of Study: English, Year Long Course of Study: Theatre DUE.**

- TPE A: Making Subject Matter Comprehensible to Students
  1. Specific Pedagogical Skills for Subject Matter
- TPE C: Engaging and Supporting Students in Learning
  4. Making Content Accessible
  5. Student Engagement
  6. Developing Appropriate Teaching Practices
  7. Teaching English Learners
- TPE D: Planning Instruction/Designing Learning Experiences for Students
  8. Learning about Students
  9. Instructional Planning

*Homework: Read/annotate Spolin Ch. 9 “Developing Material for Situations”  
Spolin Handbook Ch. 16 “Storytelling and Story Theater”  
Work on Year Long Course of Study: English.*

**November 21: Fall Break—No Class**
November 28: Teaching Acting
  TPE A: Making Subject Matter Comprehensible to Students
  1. Specific Pedagogical Skills for Subject Matter
  TPE C: Engaging and Supporting Students in Learning
  4. Making Content Accessible
  5. Student Engagement
  6. Developing Appropriate Teaching Practices
  7. Teaching English Learners
  TPE D: Planning Instruction/Designing Learning Experiences for Students
  8. Learning about Students
  9. Instructional Planning

Homework: Work on Year Long Course of Study: English. Organize portfolio

December 5: Directing/Producing Rehearsals, Play selection. Year Long Course of Study: English DUE.
  TPE A: Making Subject Matter Comprehensible to Students
  1. Specific Pedagogical Skills for Subject Matter
  TPE C: Engaging and Supporting Students in Learning
  4. Making Content Accessible
  5. Student Engagement
  6. Developing Appropriate Teaching Practices
  7. Teaching English Learners
  TPE D: Planning Instruction/Designing Learning Experiences for Students
  8. Learning about Students
  9. Instructional Planning

Homework: Portfolio and work on Revisions of Course of Study: Theatre and English.

December 12: Portfolio DUE, Year Long Course of Study: Theatre and English DUE
  TPE F: Developing as a Professional Educator
  13. Professional Growth
  TPE B: Assessing Student Learning
  1. Monitoring Student Learning During Instruction
  2. Interpretation and Use of Assessments

*Schedules are subject to change
TH ED 449S SEMINAR IN SECONDARY TEACHING (2 UNITS)
Monday 4-645
CPAC: 226 Conference Room

TH ED 449I STUDENT TEACHING IN THE SECONDARY SCHOOLS (10 UNITS)

KARI HAYTER
khayter@fullerton.edu
Office: CPAC 131E/ Office hours: by appt. only
Phone: (657) 278-7936

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CSUF CONCEPTUAL FRAMEWORK

The University
Learning is preeminent at California State University, Fullerton (CSUF). We aspire to combine the best qualities of teaching and research universities where actively engaged students, faculty, and staff work in close collaboration to expand knowledge. The inherent purpose of the University is to extend, refine, and diffuse knowledge.

The Students
The quality of educator is the most critical variable in education. It is our central premise that educators possess a wide constellation of knowledge and skills. These include knowledge of the subject taught, understanding of development and learning, pedagogical skills in communicating knowledge, and awareness of the social and political contexts of schools. Educators must also possess a commitment to lifelong learning, respect for all individuals enriched by an understanding of culture and diversity, and a professional commitment to working collaboratively with other professionals to provide the highest quality education to a diverse, multicultural population.

The Faculty
The Faculty at CSUF is committed to excellence in teaching and demonstrates the highest standards of ethical practice. Our faculty model interactive, dynamic teaching and inquiry that promote reflective practice based on sound research and theory coupled with real world problems. At CSUF, learning expands beyond the classroom to include partnerships within the community.

Philosophy of HDCS
We believe that knowledge is evolving and socially constructed and that learning is produced through an interaction of different perspectives that enable students to connect their education to their own experience. Thus, in our educational practice we aim to:

- create classroom communities where learning is interactive and dynamic;
• engage in reflective teaching and learning that draws attention to the process through which knowledge is produced as well as the content to be learned;
• give voice to the perspectives and experiences of all our students;
• model various approaches to knowledge construction and learning for our students.

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PREREQUISITE
Satisfactory completion extern semester and concurrent enrollment in both courses.

COURSE DESCRIPTIONS
449S Seminar in Secondary Teaching (2)
   Co-requisite TH ED 449I. Seminar in problems and teaching in a single subject in secondary schools. Must be taken Credit/No Credit. A "B" or better is required to receive a grade of credit.

449I Student Teaching in the Secondary Schools (10)
   Co-requisite ED SEC 449S. Full time student teaching in a specific single subject in a secondary school. Must be taken Credit/No Credit. A "B" is required to
receive a grade of credit.

449I begins the first day of the Fall semester of the public school to which you have been assigned and ends the last day of the public school semester. In order to receive credit you must teach the entire public school semester. You will have full responsibility for three classes, one preparation period, and a conference period congruent with your master teacher/s for the entire semester. You will be spending five periods in the school to which you are assigned. We recommend that you arrive one half hour before school begins and stay one half hour after school dismisses.

**COURSE DESCRIPTION**
The primary purpose of the seminar is to provide an arena for the discussion of issues, concerns and problems that student teachers will encounter in the classroom during the semester. Typically, these discussions focus on classroom management, personal traits of the successful teacher, short and long range lesson planning, and the interaction and issues in Secondary English Education. The ultimate goal of the seminar is to provide advice, assistance and support for the student teachers.

**COURSE GOALS**
*By the end of the course of study, the secondary level Theatre Education student teacher will be able to:*
1. Analyze critical issues in Theatre and English Education, decide on, incorporate, and implement these appropriate solutions to the issues
2. Utilize open-ended inquiry instructional techniques validated by formal research and direct experience;
3. Reflect critically on the major issues of Theatre and English Education through a variety of perspectives and personal experiences;
4. Apply a variety of instructional procedures appropriate to different learning styles based on both convergent and divergent thinking techniques;
5. Empathize with the divergent student populations in the classroom and modify instruction to meet the needs of these populations;
6. Review regularly the immediate and long-term objectives of each lesson within the context of impacting both personal and broader societal issues; and
7. Empower Theatre and English students with the opportunity to learn skills and knowledge which will lead to the construction of a more humane society in the future.

**COURSE OBJECTIVES**
*At the completion of TH 449I and 449S, each student will be able to:*
1. Utilize classroom management and discipline techniques in a classroom setting.
2. Practice and instruct approved lessons and objectives in a classroom setting.
3. Formulate unit and daily lesson plans.
4. Evaluate and discuss teaching experiences and methods.
5. Identify and implement alternatives for learning, assessment, and evaluation.
6. Discuss and evaluate the methods, procedures, and development of a Theatre and/or English program.
7. Analyze and discuss state, district, school, and department standards.
8. Create a literature-based unit plan based on Gardener’s ‘Multiple Intelligences’.
9. Discuss issues, concerns, and problems that are encountered during the semester as a student teacher.
10. Discuss classroom management, the personal traits of the successful teacher, short- and long-range planning, the student teacher/master teacher relationship, student evaluation, and issues in Theatre and English education.
11. Review the requirements that are outlined in the STUDENT TEACHER HANDBOOK and assist in maintaining a cooperative and communicative relationship with your master teachers that will result in a rewarding semester of student teaching.

4. Analyze the job application process including preparation of: resume, application forms, letter of application, interviewing, follow-up letters, and acceptance.
5. Work on the completion of the application for the preliminary credential and plans to complete a clear credential.

COURSE REQUIREMENTS
1. Attendance at all seminars.
2. Submission of Block Plan outlining overview of what you will be teaching in your three classes at the high school (see attached sample Block Plan).
3. Submission of complete lesson plans with copies weekly (1 Kari Hayter, 1 Master Teacher, and 1 Student Teacher). The plans are due in class each class session for your three classes through the following week. Lesson plans are due to your master teacher/s prior to the week you plan to teach them. This will give the master teacher/s an opportunity to review your plans and make suggestions so that you may make revisions for the following week.
4. Completion of all assignments
5. Students are required to submit all forms, including midterm and final evaluations from master teacher and supervisors in a timely manner. Twice during the semester each student teacher will meet with his/her supervisor for an evaluation conference. The supervisor will schedule these.
6. Students will engage and participate in frequent exchanges of lesson strategies, materials and teaching experiences in an atmosphere of professionalism and congeniality. Students are to check their CSUF emails on a regular basis for visitation schedules and other pertinent information.

REQUIRED TEXT/MATERIALS
There are no required texts for the seminar, however students will need a 3-ring notebook with section tabs and pockets in order to collect and organize handouts and supplementary materials.
Readings that pertain to the class will be emailed or handed out for discussion.

COURSE GRADE
ED-SEC 449S is graded on a C/NC option. A grade of "B" is required for credit. Please see the gradesheet attached for the distribution of points and grading system.
COURSE OUTLINE

Jan 28  Strategies for a Successful Start
TPE D: Planning Instruction and Designing Learning Expectations
  8. learning about students
  9. Instructional planning
Review TPE’s for observations-handout
Lesson planning- Next week begin collection of lesson plans
TPE C: Engaging and Supporting students in learning
  4. making content accessible
  5. Developing appropriate teaching practices
Group Discussion- What makes a great teacher? Are you one?
Taking over- DO and DON’TS.

*Harry Wong (ism) What you do on the first day of school will determine your success for the rest of the year. You will either win or lose your class on the first days of school.

Feb. 4 Establishing Discipline in the Classroom
Conflict Management Strategies/31 Simple and Powerful ways to Prevent Discipline problems-handouts
Forum- “What Yanks Your Chain?”
Handout-Twenty Tips for Creating a Safe Learning Environment
Discipline dilemmas.
Reading- “Cracking the Behavior Code” Rappaport and Minahan

Open Forum/Teaching situation
TPE C: Engaging and Supporting student learning
  8. Learning about the students/student engagement

Open House- Do and Don’ts

*Another Wong (ism): Discipline refers to BEHAVIOR. Procedures refer to getting things DONE.

Useful website- first four modules-classroom discipline
http://www.theteachersguide.com/ClassManagement.htm#Classroom Management Strategies

*Wong (again) Effective teachers MANAGE their classrooms. Ineffective teachers DISCIPLINE their classrooms.

Feb. 11: Professional Development: EDTA, AATE, SCETA, CETA, NEA, Thespians, Comedy Sportz, etc.
  TPE F: Developing as a Professional Educator/Professional Growth
Feb 18: President’s Day: CAMPUS CLOSED

Feb. 25: Motivation - How do you motivate students?
Positive v Negative v Neutral
Motivation- discussion/handout/review
TPE E: Creating and maintaining effective environments for student
Learning
10. Instructional time
11. Social environment

March 4: Tests and Assessments
Feedback- Feedback v Assessment
Pair/Share
TPE 1b: Subject specific pedagogical skills
Handout- Creating Student Friendly Tests

*Still another Wong- Students learn when they know what they are to learn and how they
will be assessed and graded.

March 11: Active Reading and Teaching Literature/Novel
How do you teach literature? Where do you begin?
TPE C: Engaging and supporting student learning
Handout: 91 ways to respond to Literature

REMIND YOUR MENTOR/MASTER TEACHER (S) THAT YOUR MIDTERM
EVALUATION IS DUE IN TWO WEEKS- March 27
Handout for Master teacher

March 18: Developing a Drama Program
TPE D: Planning instruction and designing learning experience for
Students

Mar 25: Developing a Drama Program, cont.
TPE D: Planning instruction and designing learning experience for
Students

April 1-7 Spring Break  No classes

April 8 Applied Theatre
Guest: Drew Chappell
TPE 11: Social Environment
TPE 8: Learning about Students

April 22 Differentiated Instruction
Question? How do you meet the needs of all students?
TPE 8: Planning Instruction and designing learning experiences for Grade alike Groups

April 29  
Creating integrated lessons and sharing Ideas
TPE D: Planning Instruction
Sharing Teaching Strategies
TPE F: Developing as a professional educator
Strategies: Socratic Seminar, Reciprocal Teaching

“To steal ideas from one person is plagiarism. To steal from many is research.”

May 6  NO CLASS

REMIND MASTER/MENTOR TEACHERS THAT THE FINAL EVALUATION IS DUE ON MAY 8.

May 13  Putting it ALL together
Resumes/letters of interest/knowing the school
Mock Interviews

May 20  FINALS WEEK

***Calendar topics may vary as needed by class.

Common core web information
http://blogs.edweek.org/edweek/curriculum/2012/12/literature_versus_nonfiction_d.html

http://blogs.edweek.org/edweek/curriculum/2012/12/the_common_standards_vision_fo.html

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf
### SSCP Matrix of Coursework, TPEs, Candidate Dispositions, and Student Outcomes

#### SINGLE SUBJECT CREDENTIAL PROGRAM
Matrix of Coursework, Teaching Performance Expectations, Dispositions, and Student Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>Signature Assignments</th>
<th>Major TPEs Addressed</th>
<th>Education Unit Dispositions Expected of Candidates</th>
<th>Education Unit Student Outcomes and Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA/BS</td>
<td>▪ Major Course Assignments: Demonstration of subject matter competence</td>
<td>TPE 1 Specific Pedagogical Skills for Subject Matter Instruction</td>
<td>Not applicable</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>
| 304: Educational Technology     | ▪ Teacher Site: Demonstration of use of technology to support communication with students and family members  
 ▪ Digital Unit Plan: Demonstration of skill in planning technology-enhanced instruction and assessment to make content accessible to all students; and demonstration of knowledge of subject matter K-12 content standards   | TPE 1 Specific Pedagogical Skills for Subject Matter Instruction  
 TPE 4 Making Content Accessible  
 TPE 9 Instructional Planning  
 TPE 12 Professional, Legal, and Ethical Obligations   | Promote diversity  Engage in collaborative endeavors  Think critically  Value life-long learning  
 ▪ demonstrate strong foundation in subject matter knowledge or field of study  
 ▪ demonstrate strong understanding and implementation of pedagogical skills or skills in their field  
 ▪ demonstrate ability to use technology as a resource  
 ▪ think critically  
 ▪ become change agents  
 ▪ maintain professional and ethical standards   |                                |
| 310: Adolescence and Education  | ▪ Fieldwork Observation Reports: Demonstration of knowledge of components of lesson plan format and of subject matter K-12 content standards  
 ▪ Accountability Newsletter: Demonstration of knowledge of school accountability and assessment; demonstration of digital communication skills  
 ▪ Philosophy of Education: Demonstration of knowledge of philosophy of education   | TPE 1 Specific Pedagogical Skills for Subject Matter Instruction  
 TPE 2 Monitoring Student Learning During Instruction  
 TPE 6 Developmentally Appropriate Teaching Practices  
 TPE 7 Teaching English Learners  
 TPE 8 Learning about Students  
 TPE 10 Instructional Time  
 TPE 12 Professional, Legal, and Ethical Obligations  
 TPE 13 Professional Growth   | Think critically  Maintain professional and ethical standards  Value life-long learning  
 ▪ make informed decisions  
 ▪ think critically  
 ▪ maintain professional and ethical standards  
 ▪ become life-long learners   |                                |
| 320: Health and Safety Webliography | ▪ Health and Safety Webliography: Demonstration of knowledge of adolescent health and safety issues and resources  | TPE 6 Developmentally Appropriate Teaching Practices  
 TPE 7 Learning about Students  
 TPE 12 Professional, Legal, and Ethical Obligations   | Promote diversity  Think critically  Maintain professional and ethical standards  
 ▪ promote diversity  
 ▪ make informed decisions  
 ▪ engage in collaborative endeavors  
 ▪ think critically  
 ▪ become life-long learners   |                                |
<table>
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<th>Course</th>
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<th>Major TPEs Addressed</th>
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</thead>
<tbody>
<tr>
<td>330: Literacy</td>
<td>▪ <strong>Literacy Project:</strong> Demonstration of knowledge of and skills in supporting the literacy development of students. Demonstration of the practical integration of literacy into the content areas with a focus on differentiated instruction and assessment.</td>
<td>TPE 1 Specific Pedagogical Skills for Subject Matter Instruction TPE 4 Making Content Accessible TPE 7 Teaching English Learners TPE 9 Instructional Planning TPE 12 Professional, Legal, and Ethical Obligations</td>
<td>Promote diversity Think critically Engage in collaborative endeavors Value life-long learning Promote diversity</td>
<td>▪ demonstrate strong understanding and implementation of pedagogical skills or skills in their field ▪ promote diversity ▪ make informed decisions ▪ engage in collaborative endeavors ▪ become change agents ▪ maintain professional and ethical standards</td>
</tr>
<tr>
<td>340: Diversity</td>
<td>▪ <strong>Plan for Supporting Students with Special Needs:</strong> Demonstration of knowledge and skills in designing instruction to support students with special needs</td>
<td>TPE 1 Specific Pedagogical Skills for Subject Matter Instruction TPE 4 Making Content Accessible TPE 5 Student Engagement TPE 6 Developmentally Appropriate Teaching Practices TPE 8 Learning about Students TPE 9 Instructional Planning TPE 11 Social Environment TPE 12 Professional, Legal, and Ethical Obligations TPE 13 Professional Growth</td>
<td>Promote diversity Engage in collaborative endeavors Think critically Value life-long learning</td>
<td>▪ demonstrate strong understanding and implementation of pedagogical skills or skills in their field ▪ promote diversity ▪ make informed decisions ▪ engage in collaborative endeavors ▪ think critically ▪ become change agents ▪ maintain professional and ethical standards ▪ become life-long learners</td>
</tr>
<tr>
<td>410: Teaching English Learners</td>
<td>▪ <strong>TV Project:</strong> Demonstration of understanding of English Learner student characteristics, needs, and issues ▪ <strong>El Internet Search</strong> Demonstration of knowledge and skills in engaging and supporting English learners;</td>
<td>TPE 3 Interpretation and Use of Assessments TPE 5 Student Engagement TPE 7 Teaching English Learners TPE 8 Learning about Students TPE 9 Instructional Planning TPE 12 Professional, Legal, and Ethical Obligations</td>
<td>Promote diversity Engage in collaborative endeavors Think critically Maintain professional and ethical standards Value life-long learning</td>
<td>▪ promote diversity ▪ make informed decisions ▪ engage in collaborative endeavors ▪ think critically ▪ become change agents ▪ maintain professional and ethical standards</td>
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<td>Course</td>
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</tbody>
</table>
| 440S/F: Foundations and Fieldwork | ▪ Lesson Plans: Demonstration of knowledge of and skills in planning daily instruction  
▪ Assessment Plan: Demonstration of knowledge and skills in planning assessment  
▪ Classroom Management Plan: Demonstration of knowledge of and skills in developing and maintaining an effective classroom learning environment  
▪ TPA Task 1: Demonstration of knowledge of and skills of TPEs 1, 3, 4, 6, 7, 9  
▪ 440F 5 Weeks Fieldwork and Co-Teaching: Demonstration of knowledge and skills in all TPEs | All TPEs are addressed | Promote diversity  
Engage in collaborative endeavors  
Think critically  
Maintain professional and ethical standards  
Value life-long learning | ▪ demonstrate strong foundation in subject matter knowledge or field of study  
▪ demonstrate strong understanding and implementation of pedagogical skills or skills in their field  
▪ demonstrate ability to use technology as a resource  
▪ promote diversity  
▪ make informed decisions  
▪ engage in collaborative endeavors  
▪ think critically  
▪ become change agents  
▪ maintain professional and ethical standards  
▪ become life-long learners |
| 442/449E: Methods of Teaching and Student Teaching | ▪ Unit/Lesson Plans: Demonstration of knowledge of and skills in planning daily lessons and sequencing instruction  
▪ 449E 5 Weeks Student Teaching: Demonstration of knowledge of and skills in all TPEs | All TPEs are addressed | Promote diversity  
Engage in collaborative endeavors  
Think critically  
Maintain professional and ethical standards  
Value life-long learning | ▪ demonstrate strong foundation in subject matter knowledge or field of study  
▪ demonstrate strong understanding and implementation of pedagogical skills or skills in their field  
▪ promote diversity  
▪ make informed decisions  
▪ engage in collaborative endeavors  
▪ think critically  
▪ become change agents  
▪ maintain professional and ethical standards  
▪ become life-long learners |
| 445S/449I: Seminar in Student Teaching and Student Teaching | ▪ Weekly Lesson Plans Demonstration of knowledge of and skills in planning daily lessons and sequencing instruction  
▪ 449I 15 Weeks Student Teaching: Demonstration of knowledge of all TPEs | All TPEs are addressed | Promote diversity  
Engage in collaborative endeavors  
Think critically  
Maintain professional and ethical standards  
Value life-long learning | ▪ demonstrate strong foundation in subject matter knowledge or field of study  
▪ demonstrate strong understanding and implementation of pedagogical skills or skills in their field  
▪ demonstrate ability to use technology as a resource  
▪ promote diversity  
▪ make informed decisions  
▪ engage in collaborative endeavors  
▪ think critically  
▪ become change agents  
▪ maintain professional and ethical standards  
▪ become life-long learners |
# SINGLE SUBJECT CREDENTIAL PROGRAM

Matrix of Coursework, Teaching Performance Expectations, Dispositions, and Student Outcomes

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<thead>
<tr>
<th>Course</th>
<th>Signature Assignments</th>
<th>Major TPEs Addressed</th>
<th>Education Unit Dispositions Expected of Candidates</th>
<th>Education Unit Student Outcomes and Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>460: Teaching Performance Assessment</td>
<td>- TPA Tasks 2-4: Demonstration of knowledge of and skills in the elements of the TPEs 1-11 and 13</td>
<td>All TPEs are addressed</td>
<td>Promote diversity, Engage in collaborative endeavors, Think critically, Maintain professional and ethical standards, Value life-long learning</td>
<td>- demonstrate strong foundation in subject matter knowledge or field of study, - demonstrate strong understanding and implementation of pedagogical skills or skills in their field, - demonstrate ability to use technology as a resource, - promote diversity, - make informed decisions, - engage in collaborative endeavors, - think critically, - become change agents, - maintain professional and ethical standards, - become life-long learners</td>
</tr>
</tbody>
</table>
### SINGLE SUBJECT CREDENTIAL PROGRAM

#### ASSESSMENT OF CLASSROOM PRACTICE

**Revised 8.26.13**

<table>
<thead>
<tr>
<th>Teacher Candidate</th>
<th>Subject Area</th>
<th>Semester (e.g. Fall 2010)</th>
<th>Date of Visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master Teacher</td>
<td>District</td>
<td>School</td>
<td>Supervisor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class (Subject and/or Grade Levels)</th>
<th>Content Standard</th>
<th>Unit Topic</th>
<th>Lesson Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Semester Visit</strong> ☐ 1 ☐ 2 ☐ 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Second Semester Visit</strong> ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Supervisor Instructions:** All applicable sections should be completed. Space will expand as needed. Salient features of the TPEs are provided below. The University Supervisor is required to make this report available for Teacher Candidate and Subject Area Coordinator review within three (3) days of the observation.

### Teaching Performance Expectations

- **TPE 1:** Subject-Specific Pedagogical Skills
- **TPE 2:** Monitoring Student learning During Instruction
- **TPE 3:** Interpretation and use of Assessments
- **TPE 4:** Making Content Accessible
- **TPE 5:** Student Engagement
- **TPE 6:** Developmentally Appropriate Teaching Practices
- **TPE 7:** Teaching English Learners

- **TPE 8:** Learning About Students
- **TPE 9:** Instructional Planning
- **TPE 10:** Instructional Time
- **TPE 11:** Social Environment
- **TPE 12:** Professional, Legal and Ethical Obligations
- **TPE 13:** Professional Growth

### Assessment of Classroom Practice

<table>
<thead>
<tr>
<th>Components of Lesson Implementation</th>
<th>Evidence and Observations</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Plan:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Is the lesson plan complete and appropriate for grade level, subject matter, and content standard?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTRODUCTION:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>----------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>• In what ways did the Teacher Candidate introduce the lesson and set the stage for learning?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BODY OF LESSON:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• In what ways did the Teacher Candidate deliver new content?</td>
<td></td>
</tr>
<tr>
<td>• In what ways were students engaged in learning?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LESSON CLOSURE:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• In what ways did the Teacher Candidate provide closure to the lesson?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSESSMENT:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• In what ways did the Teacher Candidate monitor student learning during the lesson?</td>
<td></td>
</tr>
<tr>
<td>• In what ways were entry level, formative and summative assessments used to evaluate student progress toward meeting the learning objectives?</td>
<td></td>
</tr>
</tbody>
</table>
**ADAPTATION:**
- In what ways was the lesson adapted to support the learning of striving readers, students with special needs, and English learners?

**CLASSROOM LEARNING ENVIRONMENT:**
- In what ways did the Teacher Candidate maintain a healthy learning environment?
- In what ways did the Teacher Candidate manage routine tasks and student behavior?

**TEACHER PROFESSIONALISM:**
- In what ways did the Teacher Candidate demonstrate appropriate professional, ethical, and legal behaviors?
- In what ways did the Teacher Candidate reflect on their teaching practice?

**OBSERVATIONS/SUGGESTIONS/COMMENTS ON CO-TEACHING (IF APPLICABLE)**

<table>
<thead>
<tr>
<th></th>
<th>One Teach, One Observe</th>
<th>One Teach, One Assist</th>
<th>Station Teaching</th>
<th>Parallel Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Supplemental Teaching</td>
<td>Differentiated Teaching</td>
<td>Team Teaching</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>CONFERENCE FORMAT</td>
<td></td>
<td></td>
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<td>-------------------</td>
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</tr>
<tr>
<td>☐ Individual Conference with MT</td>
<td>☐ Individual Conference with Teacher Candidate</td>
<td>☐ Joint Conference with TC and MT</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUMMARY OF CANDIDATE PERFORMANCE</th>
<th></th>
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<tbody>
<tr>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SUGGESTIONS FOR IMPROVING PRACTICE</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NOTE: This lesson plan functions as a guide map to your instruction. Please include details about the examples you will give students, the structure of notes if you will lecture, the directions for any activities, and key questions you intend to pose to students. In addition, give time frames to help with pacing and attach any handouts that will be used. This is not a script of every word you’ll say but it is a structured, detailed guide to how you intend to implement the lesson.

<table>
<thead>
<tr>
<th>UNIT TITLE</th>
<th>LESSON TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CANDIDATE:</td>
<td>DAY</td>
</tr>
<tr>
<td>SCHOOL</td>
<td>SUBJECT</td>
</tr>
<tr>
<td>EQUIPMENT/MATERIALS</td>
<td></td>
</tr>
</tbody>
</table>

**CO-TEACHING STRATEGIES PLANNED** *(CHECK ALL THAT APPLY AND PROVIDE SUMMARY OF WHO WILL DO WHAT)*

- [ ] One Teach, One Observe
- [ ] One Teach, One Assist
- [ ] Station Teaching
- [ ] Parallel Teaching
- [ ] Supplemental Teaching
- [ ] Differentiated Teaching
- [ ] Team Teaching
- [ ] Not Applicable

**SUMMARY**

**INSTRUCTIONAL STRATEGIES PLANNED** *(CHECK/CIRCLE ALL BELOW THAT APPLY; CLICK ON LINK TO LEARN MORE ABOUT STRATEGY)*

- [ ] Direct Instruction *(Structured Overview, Lecture, Explicit Teaching, Drill & Practice, Compare & Contrast, Didactic Questions, Demonstrations, Guided & Shared--reading, listening, viewing, thinking)*
- [ ] Interactive Instruction *(Debates, Role Playing, Panels, Brainstorming, Peer Partner Learning, Discussion, Laboratory Groups, Think, Pair, Share, Cooperative Learning Groups, Jigsaw, Problem Solving, Structured Controversy, Tutorial Groups, Interviewing, Conferencing)*
- [ ] Indirect Instruction *(Problem Solving, Case Studies, Reading for Meaning, Inquiry, Reflective Discussion, Writing to Inform, Concept Formation, Concept Mapping, Concept Attainment, Cloze Procedure)*
- [ ] Independent Study *(Essays, Computer Assisted Instruction, Journals, Learning Logs, Reports, Learning Activity Packages, Homework, Research Projects, Assigned Questions)*
- [ ] Experiential Learning *(Field Trips, Narratives, Conducting Experiments, Simulations, Games, Storytelling, Focused Imaging, Field Observation, Role-playing, Synetics, Model Building)* *(From Instructional Strategies Online, Saskatoon Public Schools, © 2004-2006.)*

1. **Behavioral Objective(s) of Lesson** *(What will students be able to do? Show correlation to state content standards)*

2. **Standards:**
   - Content
   - Common Core

3. **Lesson Introduction/Anticipatory Set** *(This will get students’ attention focused on the objectives — includes connecting to prior content knowledge as well as to their life experiences and interests—it’s a “hook”)*:

   | TIME | TEACHER(S): | STUDENTS: |
### 4. BODY OF LESSON / STUDENT LEARNING ACTIVITIES (PROVIDE DETAIL ABOUT WHAT BOTH TEACHER AND STUDENTS WILL BE DOING)

<table>
<thead>
<tr>
<th>TIME:</th>
<th>TEACHER(S):</th>
<th>STUDENTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

### 5. LESSON CLOSURE (HOW WILL YOU HELP STUDENTS PROCESS AND ORGANIZE WHAT WAS LEARNED?)

<table>
<thead>
<tr>
<th>TIME:</th>
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<th>STUDENTS:</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 6a. PREPARATION/MOTIVATION

<table>
<thead>
<tr>
<th>Adaptation of Content</th>
<th>Modeling in Multiple Ways</th>
<th>Whole Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Link to Background</td>
<td>Wait Time</td>
<td>Small Groups</td>
</tr>
<tr>
<td>Link to Prior Learning</td>
<td>Communication</td>
<td>Partners</td>
</tr>
<tr>
<td>Identify Key Vocabulary</td>
<td>Comprehensible Input</td>
<td>Independent</td>
</tr>
</tbody>
</table>

### 6b. SCAFFOLDING

<table>
<thead>
<tr>
<th>Reading</th>
<th>Hands-on</th>
<th>Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Meaningful</td>
<td>Group</td>
</tr>
<tr>
<td>Speaking</td>
<td>Linked to objectives</td>
<td>Written</td>
</tr>
<tr>
<td>Listening</td>
<td>Promotes engagement</td>
<td>Oral</td>
</tr>
</tbody>
</table>

### 6c. GROUPING

<table>
<thead>
<tr>
<th>Whole Class</th>
<th>Small Groups</th>
<th>Partners</th>
<th>Independent</th>
</tr>
</thead>
</table>

### 6d. COMMUNICATION PROCESSES

<table>
<thead>
<tr>
<th>Application/Representation</th>
<th>Assessment w/ Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Group</td>
</tr>
<tr>
<td>Writing</td>
<td>Written</td>
</tr>
<tr>
<td>Speaking</td>
<td>Oral</td>
</tr>
<tr>
<td>Listening</td>
<td></td>
</tr>
</tbody>
</table>

**SIOP MODEL STRATEGIES INCORPORATED (FROM The SIOP Institute, Pearson Achievement Solutions, © 2005):**

### 6e. ADAPTATION OF LESSON PLAN (INSTRUCTION AND ASSESSMENT): CHECK ALL THAT APPLY AND SUMMARIZE

<table>
<thead>
<tr>
<th>ENGLISH LEARNERS</th>
<th>STRIVING READERS</th>
<th>RESOURCE STUDENTS (IEP)</th>
<th>ADVANCED STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH LEARNERS</td>
<td>STRIVING READERS</td>
<td>RESOURCE STUDENTS (IEP)</td>
<td>ADVANCED STUDENTS</td>
</tr>
</tbody>
</table>

### 7. ASSESSMENT STRATEGIES (FOR TYPE, INDICATE EL (ENTRY-LEVEL), PM (PROGRESS-MONITORING), OR S (SUMMATIVE))

THE RED TEXT PROVIDES AN EXAMPLE – PLEASE DELETE ON YOUR OWN LESSON

<table>
<thead>
<tr>
<th>TYPE</th>
<th>PURPOSE</th>
<th>IMPLEMENTATION</th>
<th>FEEDBACK STRATEGY (FOR STUDENTS)</th>
<th>HOW WILL INFORM RE-TEACHING (FOR THE TEACHER)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM</td>
<td>To assess knowledge of figurative language</td>
<td>Students will review the figurative language that was learned the day before and apply it to the poem locating as much figurative language as possible.</td>
<td>Each group will share at least one to two poetic devices they found within the first three stanzas of the poem. The teacher will correct and redirect any incorrect responses and praise correct responses.</td>
<td>Based upon the student groups' ability to identify figurative language, the teacher will become aware of what areas of figurative language need to be re-taught.</td>
</tr>
</tbody>
</table>

### 8. REFLECTION (WHAT DO YOU EXPECT TO GO WELL AND TO BE CHALLENGING? WHAT ACTUALLY HAPPENED?)

<table>
<thead>
<tr>
<th>TIME:</th>
<th>TEACHER(S):</th>
<th>STUDENTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Single Subject Credential Program, California State University Fullerton, 2013 547
### Teacher Candidate Improvement Plan

**Summary of Improvements Needed**

<table>
<thead>
<tr>
<th>Candidate Strengths (Identify TPEs)</th>
<th>Candidate Challenges (Identify TPEs)</th>
</tr>
</thead>
</table>

**Plan for Improvement**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date Activity Will Be Initiated</th>
<th>Indicator of Evidence of Improvement</th>
<th>Date Evidence Is to Be Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Signatures/Dates Indicating Approval of Plan Development**

<table>
<thead>
<tr>
<th>Candidate/Date</th>
<th>Master Teacher/Mentor/Date</th>
<th>Subject Area Coordinator/Date</th>
<th>University Supervisor/Date</th>
</tr>
</thead>
</table>

**Results of Improvement Plan Implementation**

- [ ] Indicators of Improvement are Satisfactory
- [ ] Indicators of Improvement are NOT Satisfactory

**Signatures Indicating Review and Approval of Plan Implementation Results**

<table>
<thead>
<tr>
<th>Candidate/Date</th>
<th>Master Teacher/Mentor/Date</th>
<th>Subject Area Coordinator/Date</th>
<th>University Supervisor/Date</th>
</tr>
</thead>
</table>

**Next Steps**

**Directions:** Plan is developed by University Supervisor, Master Teacher/Support Provider, Subject Area Coordinator, and teacher candidate. Original with signatures stays with Subject Area Coordinator for summary of outcomes and inclusion in candidate file. Attach additional records of observations, conferences, and communications that document concerns. Attach additional pages as necessary.
<table>
<thead>
<tr>
<th>COMPONENT: Objectives and Content Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Score</strong></td>
</tr>
<tr>
<td>Objectives are clear, well-defined, observable and measurable. Content standard is appropriate.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMPONENT: Lesson Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Score</strong></td>
</tr>
<tr>
<td>Lesson introduction is engaging, accesses appropriate prior knowledge and makes a clear connection to new content.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMPONENT: Delivery (Method of Instruction)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Score</strong></td>
</tr>
<tr>
<td>Delivery of content is clear, engaging and constructive. Aligns with the content standard and targets the objective. Strategy to deliver new content is student-centered, innovative and effective.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMPONENT: Student Engagement Activities (Guided Practice including Critical-Thinking)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Score</strong></td>
</tr>
<tr>
<td>Student activities are clear, engaging and constructive. Activities align with the content standard and target the objectives. Opportunities for critical-thinking and skill development are moderate.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMPONENT: (Checking for Understanding &amp; Demonstrated Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Score</strong></td>
</tr>
<tr>
<td>Opportunities to check for understanding and progress are abundant and productive. The summative assessment strongly aligns with the lesson objective.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMPONENT: Lesson Closure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Score</strong></td>
</tr>
<tr>
<td>Lesson closure provides a summary of the lesson and an opportunity for critical-thinking.</td>
</tr>
</tbody>
</table>

**Accommodations for English Learners, Striving readers and Students with Special Needs**

| **Score** | **1** | **2** | **3** | **4** |
| Strategies to help English Learners, Striving Readers and Students with Special Needs are effective and engaging. | Strategies to help English Learners, Striving Readers and Students with Special Needs are effective and engaging. | Strategies to help English Learners, Striving Readers and Students with Special Needs are effective and engaging. | Strategies to help English Learners, Striving Readers and Students with Special Needs are effective and engaging. |

**Instructional Resources/Technology Integration**

| **Score** | **1** | **2** | **3** | **4** |
| The instructional resources, including technology tools, are well-developed, engaging, interactive and enhance the quality and content of the lesson. | The instructional resources, including technology tools, are well-developed, engaging, interactive and enhance the quality and content of the lesson. | The instructional resources, including technology tools, are well-developed, engaging, interactive and enhance the quality and content of the lesson. | Appropriate instructional resources, including technology tools, are not utilized, or they distract from the quality and content of the lesson. |

| TOTAL SCORE | **/40** |
Job Descriptions for

Single Subject Credential Program (SSCP) Director

Director of Admissions (DOA)

Partner Districts Cohorts (PDC) Director

Partner Districts Cohorts (PDC) Instructor

CalTPA Assessment Coordinator

Subject Area Coordinator (SAC)

University Supervisor

Intern Program Director

Intern Program Coordinator
Job Qualifications
All faculty teaching in the Single Subject Credential Program (SSCP) must have the following qualifications:

- MA or MS in education or related field
- Public secondary school teaching experience
- Ability to use technology (email, TITANium CMS, and SSCP Online Evaluation System) to effectively communicate with candidates, Mentor Teachers, and program faculty and staff; share lesson plan and classroom observation documents; and submit candidate evaluations (including support MT evaluation submissions)
- Committed to ongoing professional development to maintain currency in the field
- Knowledge of CSUF Single Subject Credential Program requirements

The Single Subject Credential Program Director must also have specific qualifications as noted below.

- Doctorate in education or related field.
- Demonstrated capacity to provide faculty leadership
- Knowledge of California Commission on Teacher Credentialing (CTC) Educator Preparation Program Standards (Common and Program)
- Knowledge of the California Commission on Teacher Credentialing (CTC) Intern Program requirements.

The Director of the Single Subject Credential Program coordinates the program and provides university-wide support for candidates, faculty, and staff involved in the Single Subject Credential Program. This role is compensated with 6 units release per semester and a summer stipend. The SSCP Director is housed in and reports to the Chair of the Department of Secondary Education. Responsibilities are as follows:

1. **Single Subject Credential Program Leadership and Coordination**
   - Serves as program spokesperson.
   - Serves as liaison to participating departments in the program.
   - Serves as liaison to district and school sites of candidate placement.
   - Communicates with outside agencies, including CTC, NCATE, and the Office of the Chancellor through the Dean and Associate Dean of the College of Education.
   - Serves on the All-University Responsibility for Teacher Education Committee (AURTEC).
   - Assumes responsibility for program coordination and advisement during intersession and summer sessions.
   - Compiles and reports to SECTEP and for Accreditation on student enrollment, demographics, field placements, follow-up studies, and needs assessments.
   - Develops and updates SSCP recruitment and information materials (print and digital).

2. **Field Placements and Supervision**
   - Responsible for field placement of Teacher Candidates according to SECTEP and district policies.
   - Communicates placement information to SACs and PDC Instructors.
   - Monitors Teacher Candidate contracts between school districts and the university.
   - Facilitates efforts of Supervision Coordinator (if appointed) and provides on-going assistance and training of Supervisors.

3. **Student Advisement, Support, Evaluation, and Certification**
   - Monitors/updates the SSCP Online Evaluation System.
   - Certifies program completers.
   - Facilitates student grievances according to SECTEP procedures and policies.
   - Presides over Teacher Candidate Improvement Plan (TCIP) meetings.

4. **Leadership for the Secondary Education Cooperative Teacher Education Program (SECTEP)**
   - Serves as Chair of SECTEP.
   - Prepares agenda and presides over meetings of SECTEP.
   - Appoints ad hoc and standing committees. Serves on all standing committees.
   - Facilitates the development of new and alternative secondary teacher education programs.
   - Provides for program faculty development through retreats and training.
f. Member of SECTEP Program Standards Committee.
g. Provides curricular leadership to SECTEP.
h. Chairs SECTEP Community/Internship Board (comprised of district, teacher organization, and university representatives). Prepares agenda, arranges, and conducts meetings.
i. Communicates with the Career Development Center on teacher supply and demand.

5. Leadership for Co-Teaching Model
b. Coordinates and implements training sessions for Cooperative Teachers and Teacher Candidates.
c. Provides information/training on CO-Teaching to SECTEP faculty.

6. Leadership for Intern Program
a. Acts as Intern Program Director. (See Intern Program Director for job description.)

7. Liaison to Department of Secondary Education
a. Attend Sept EDSC Directors meetings.
b. Confers regularly with the Secondary Education Department Chair regarding constituent concerns, programmatic needs, and coordination activities.
c. Performs other program assignments as directed by the Department Chair, College Dean, and SECTEP Advisory Council.

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**Job Qualifications**

All faculty teaching in the Single Subject Credential Program (SSCP) must have the following qualifications:

- MA or MS in education or related field
- Public secondary school teaching experience
- Ability to use technology (email, TITANium CMS, and SSCP Online Evaluation System) to effectively communicate with candidates, Mentor Teachers, and program faculty and staff; share lesson plan and classroom observation documents; and submit candidate evaluations (including support MT evaluation submissions)
- Committed to ongoing professional development to maintain currency in the field
- Knowledge of CSUF Single Subject Credential Program requirements

The Director of Admissions must also have specific qualifications as noted below.

- Knowledge of University post-baccalaureate application process
- Knowledge of California Commission on Teacher Credentialing (CTC) Educator Preparation Program Standards (Common and Program)
- Knowledge of CTC Subject Matter Preparation Program Standards

The Director of Admissions to the Single Subject Credential Program provides university-wide support for the recruitment, advisement, and application process for students applying to the Single Subject Credential Program. This role is a 12 month part time appointment with 6 units release per semester. The Director of Admissions is housed in and reports to the Chair of the Department of Secondary Education. Responsibilities are as follows:

1. Recruitment and Advisement of Students
   a. Oversees monthly face-to-face advisement sessions.
   b. Updates and maintains web-based program overview and admission requirements presentation.
   c. Updates and maintains Single Subject Credential Program web pages and documents.
   d. Updates and maintains Single Subject Credential Program print materials, including application requirements and program flyers.
   e. Holds walk-in office hours two days a week, and office hours by appointment one day a week.
   f. Schedules advisement appointments for potential teacher candidates.
   g. Responds to program questions in-person as well as through email, phone and other digital communications.
   h. Responds to faculty questions regarding admission requirements.
   i. Provides initial undergraduate advisement on prerequisite course requirements.
j. Provides initial Subject Matter Preparation Program advisement and refers students to Subject Area Coordinators.
k. Works with Director of the Center for Careers in Teaching in recruitment and advisement matters.
l. Works as liaison between SSCP and community college Teacher Education Programs to maintain currency on admission and SMPP requirements.
m. Presents at annual Teacher Educators, Partners and Collaborators conference.
n. Generates flyers to keep candidates informed of prerequisite course offerings during Intersession, Summer and through University Extended Education.

2. Application Process
   a. Reviews post-baccalaureate applications to the university with the major Education (credential only), makes initial program admission decision, and completes electronic graduate recommendation form to the Graduate Division of Admissions and Records.
b. Troubleshoots student admission issues with the Graduate Division of Admissions and Records.
c. Makes exceptional admits for students who do not meet GPA requirements.
d. Updates and maintains application materials for the SSCP, including prerequisite admission contracts, program application, faculty letter of recommendation form, and admission checklist.
e. Monitors application process and collection of application documents for all applicants.
f. Works with SSCP Admissions Assistant to ensure all admission requirements are met and documented before program commencement.
g. Forwards completed application files to Subject Area Coordinators for admission decisions.

3. Program Admission
   a. Receives admission decisions from Subject Area Coordinators.
b. Provides list of accepted, deferred, and rejected applicants to SSCP Director.
c. Provides list of accepted, deferred, and rejected applicants to Admissions Assistant for coding in database.
d. Corresponds with applicants regarding status of file and admissions decisions.
e. Assists the Director of the Single Subject Credential Program in student appeals of admission decisions.
f. Monitors yearly admissions data for program analysis.

4. Student Pre-Orientation
   a. Hosts a pre-orientation meeting for incoming students with information about program commitments.
b. Provides list of program courses for registration.
c. Updates web-based pre-orientation materials.
d. Provides individual consultation with students as needed.

5. Additional Responsibilities
   a. Serves as secretary to the councils of the secondary program, including the SECTEP Council, standing committees, and the Community/Internship Advisory.
b. Performs other assignments as the Director, Department Chair, and SECTEP actions may dictate.
c. Works with the chair of the department of Secondary Education to improve program recruitment and admissions.
d. Works with university departments campus-wide to promote Teacher Education.

**Single Subject Credential Program**  
**Professional Districts Cohorts Director**  
**Job Description**

**Job Qualifications**
All faculty teaching in the Single Subject Credential Program (SSCP) must have the following qualifications:

- MA or MS in education or related field
- Public secondary school teaching experience
- Ability to use technology (email, TITANium CMS, and SSCP Online Evaluation System) to effectively communicate with candidates, Mentor Teachers, and program faculty and staff; share lesson plan and classroom observation documents; and submit candidate evaluations (including support MT evaluation submissions)
- Committed to ongoing professional development to maintain currency in the field
- Knowledge of CSUF Single Subject Credential Program requirements

The Professional Districts Cohorts (PDC) Director must also have specific qualifications as noted below.

- Doctorate in education or related field
- Demonstrated capacity to provide faculty leadership
The Professional Districts Cohorts (PDC) Director serves as course custodian for EDSC 440S/F and coordinates the Professional Districts Cohorts in the Single Subject Credential Program. This role is compensated with 3 units release per semester. The PDC Director is housed in and reports to the Chair of the Department of Secondary Education. Responsibilities are as follows:

1. EDSC 440S Course Custodian and PDC Leadership
   a. Order textbooks; arrange for electronic and print course materials for PDC Instructors.
   b. Create/revise EDSC 440S/F Course Syllabi, Calendar, and Assessment Plan for distribution to PDC Instructors.
   c. Arrange rooms/speakers for first week. Collect/distribute speaker materials to PDC Instructors for posting in TITANium.
   d. Ask IT/TITANium for access to EDSC 440S sections and finalize course materials for sharing with PDC Instructors.
   e. Balance EDSC 440S/I enrollment during first week and maintain spreadsheet of PDC assignments. Confirm student enrollments in appropriate 440S/F courses.
   f. Annually update EDSC Lesson Plan Format and Rubric, Classroom Management Assignment and Rubric, and Assessment Plan Assignment and Rubric.
   g. Annually update EDSC 440F Field Experience Discussion Forums.

2. TPA Task 1 and Task 2 Coordination
   a. Identify PDC Coordinator TPA/TaskStream training needs and coordinate training with TPA Coordinator.
   b. Collect TPA SSP Task 1 and DI Task 2 materials and TaskStream directions and codes from TPA Coordinator and upload to EDSC 440S parent course.

3. PDC Instructor Support
   a. Hold monthly PDC Instructor meetings.
   b. Consult with Chair to select PDC Coordinators.

4. Master Teacher Support
   a. Update/order MT brochures in consultation with other EDSC Directors.
   b. Update MTO presentation.
   c. Collect MTO dates and prepare/distribute MTO Invitation to PDC Instructors for distribution to students.
   d. Prepare MTO packets (agenda w/forms and TPA rubric, lesson plan format and rubric, TPE short form, SECTEP Key Faculty; also goodies and COE/EDSC flyers) and distribute to PDC Instructors.
   e. Collect and analyze MTO attendance data.
   f. Provide overview of PDC and MT resources at Supervisor trainings.
   g. Provide sample MT email communications for (1) MTs who do not attend MTO; (2) welcome to the EDSC 440F first semester fieldwork; and (3) transition to 449E fieldwork and supervision.

5. Department of Secondary Education and SECTEP
   a. Attend EDSC Directors meetings.
   b. Serve as member of SECTEP and attend monthly meetings.
   c. Report on PDC and MT activities at EDSC and SECTEP.
   d. Serve on SECTEP Community Advisory Committee and attend semester meetings.
   e. Serve as co-coordinator of Co-Teaching (with SSCP Director).
   f. Respond to accreditation requests (collection for documents, response to standards, etc.).
Job Qualifications
All faculty teaching in the Single Subject Credential Program (SSCP) must have the following qualifications:

- MA or MS in education or related field
- Public secondary school teaching experience
- Ability to use technology (email, TITANium CMS, and SSCP Online Evaluation System) to effectively communicate with candidates, Mentor Teachers, and program faculty and staff; share lesson plan and classroom observation documents; and submit candidate evaluations (including support MT evaluation submissions)
- Committed to ongoing professional development to maintain currency in the field
- Knowledge of CSUF Single Subject Credential Program requirements

The Professional Districts Cohorts Instructor must also have specific qualifications as noted below.

- Knowledge of the Teaching Performance Expectations and CalTPA Teaching Performance Assessment
- Certification as Assessor for CalTPA SSP Task 1
- Knowledge of local district partners

The Professional Districts Cohorts (PDC) Instructor provides instruction in EDSC 440S/F, trains students in TPA SSP Task 1, and provides support to Master Teachers during the EDSC 440F fieldwork experience. The PDC Instructor is compensated 4 units for EDSC 440S and 2 units for EDSC 440F. PDC Instructors are housed in and reports to the Chair of the Department of Secondary Education.

Responsibilities are as follows:

1. **EDSC 440S/F Course Instructor**
   a. Teach EDSC 440S/F seminar.
   b. Assist in balancing enrollment during first week.
   c. Attend all common seminars.
   d. Attend monthly PDC Instructor meetings.

2. **Teacher Candidate Support**
   a. Attend TCIP meetings for first semester candidates.

3. **TPA SSP Task 1**
   a. Provide training in TPA SSP Task 1 to teacher candidates.
   b. Remain certified as TPA SSP Task 1 Assessor.
   c. Score minimum of 10 TPA SSP Task 1 submissions per semester.
   d. Maintain skill in accessing TaskStream to score TPA SSP Task 1 submissions.

4. **Master Teacher Support**
   a. Review Verification of Assignment and MT Qualification forms to insure requirements are met. Contact SSCP Director with information on inappropriate placements.
   b. Conduct at least two Master Teacher Orientations per semester; submit attendance record to PDC Director.
   c. Communicate with each Master Teacher three times during 440F fieldwork (1) at MTO or by email to those who do not attend; (2) through email welcome to the EDSC 440F first semester fieldwork; and (3) through email explanation of transition to 449E fieldwork and supervision. Initial communication must be two-way (via MTO orientation, phone call, or two-way email).

5. **District Partnership Support**
   a. Maintains and expands partnership with primary district(s) associated with assigned PDC.
   b. Serves as liaison between Department of Secondary Education, SSCP, and primary district(s).
   c. Serves as a resource to primary district(s).

6. **Other**
   a. Serve as member of SECTEP and attend monthly SECTEP meetings.
Single Subject Credential Program
CalTPA Assessment Coordinator
Job Description

Revised 2.13

Job Qualifications
All faculty teaching in the Single Subject Credential Program (SSCP) must have the following qualifications:
- MA or MS in education or related field
- Public secondary school teaching experience
- Ability to use technology (email, TITANium CMS, and SSCP Online Evaluation System) to effectively communicate with candidates, Mentor Teachers, and program faculty and staff; share lesson plan and classroom observation documents; and submit candidate evaluations (including support MT evaluation submissions)
- Committed to ongoing professional development to maintain currency in the field
- Knowledge of CSUF Single Subject Credential Program requirements

The CalTPA Assessment Coordinator must also have specific qualifications as noted below.
- Maintain calibration in CalTPA 1, 2, 3 and 4
- Maintain currency as a Lead Assessor

The CalTPA Assessment Coordinator directs, manages and implements the California Teaching Performance Assessment Program mandated by the state for the Secondary Education Department. The Coordinator also serves as the Lead Assessor, a position required by the state program. This position is allocated 6 units per semester from the COE Dean’s Office plus course assignment for instruction of EDSC 460. Responsibilities of this position include:

1. CalTPA Coordinator
   a. Maintains communication with faculty representing 13 different CalTPA subject areas.
   b. Provides CalTPA support for approximately 250 Teacher Candidates (annually) completing Tasks 1, 2, 3 and 4.
   c. Provides support for PDC Instructors relating to CalTPA.
   d. Coordinates Purchase Order and invoicing for Assessors with Department of Secondary Education Administrative Coordinator.

2. CalTPA Lead Assessor
   a. Coordinates scoring for TPA assessors.
   b. Facilitates training and recalibration of Assessors.
   c. Maintains currency in all TPA Tasks.
   d. Facilitates multiple scoring of Task 1, 2, 3 and 4 responses assessed as score of 1 or 2.
   e. Provides support for Faculty Assessors within the department.
   f. Recruits and provides support for Assessors outside the department.

3. Student Support
   a. Administers, reviews, signs and returns approximately 250 STI-3 Forms per year to Teacher Candidates.
   b. Informs Teacher Candidates who fail CalTPA 1, 2, 3 and 4.
   c. Conducts remediation sessions for Teacher Candidates who score below 3 on Tasks 1, 2, 3 and 4.
   d. Facilitates rescoring and communication with these Teacher Candidates for Tasks 1, 2, 3 and 4.
   e. Confers with students who want individual feedback pertaining to CalTPA Tasks 1, 2, 3 and 4.

4. Assessment Coordination
   a. Aggregates TPA data (by task, student, and semester).
   b. Coordinates annual training/orientation of SECTEP and EDSC faculty who participate.
   c. Represents Department of Secondary Education at state assessment meetings.
   d. Maintains communication with State CalTPA leadership.
   e. Tracks and reports updates to CalTPA process.

5. TaskStream Coordination
   a. Coordinates TaskStream use and training.
   b. Supports PDC Instructors and Teacher Candidates with CalTPA 1 and 2 TaskStream use.
c. Interfaces with TaskStream regarding CSUF needs, issues and developments.
d. Facilitates problem resolution between Task Stream, Teacher Candidates, PDC Instructors, and Assessors.
e. Each semester, creates courses in TaskStream for Tasks 1-4.
f. Each semester, creates/updates PDC Instructor accounts.
g. Each semester, assists students with taskstream needs and updates student grouping.
h. Each semester, provides PDC Director and Instructors with updated directions and codes for accessing TaskStream.
i. Each semester, provides training for PDC Instructors in the use of TaskStream.
j. Monitors submissions by Teacher Candidates and releases scores in a timely manner.
k. Assigns Evaluators to submissions for Tasks 1-4.
l. Troubleshoots Teacher Candidate submissions and questions regarding TaskStream.
m. Assigns new Assessors to submissions that will be rescored.

6. **EDSC 460 Instructor**
b. Provides face-to-face instruction for CalTPA 4, Culminating Teaching Experience.
c. Provides online support and supplemental information to assist students with planning and development of their CalTPA’s.
d. Communicates regularly through email with students.
e. Communicates face-to-face with struggling students and students who request additional support.

7. **SECTEP Advisory Council**
   a. Reports aggregated data for State reports to COE Assessment Coordinator.
b. Responds to requests for Accreditation information.
c. Responds to requests to provide CalTPA Information to University Supervisors.
d. Works cooperatively with Intern Program relating to CalTPA issues.
e. Participates in monthly SECTEP council meetings and reports Teacher Candidate progress and concerns associated with TPA.
f. Serves on SECTEP ad hoc and standing committees as appropriate.

8. **SECTEP Community Advisory Board**
   a. Participates in Advisory Board Meetings
   b. Reports on CalTPA updates and Teacher Candidate progress to Advisory Board.

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**Single Subject Credential Program**

**Subject Area Coordinator (SAC)**

**Job Description**

**Job Qualifications**

All faculty teaching in the Single Subject Credential Program (SSCP) must have the following qualifications:

- MA or MS in education or related field
- Public secondary school teaching experience
- Ability to use technology (email, TITANium CMS, and SSCP Online Evaluation System) to effectively communicate with candidates, Mentor Teachers, and program faculty and staff; share lesson plan and classroom observation documents; and submit candidate evaluations
- Committed to ongoing professional development to maintain currency in the field
- Knowledge of CSUF Single Subject Credential Program requirements

Subject Area Coordinators (SAC) must also have specific qualifications as noted below.
- Expertise in subject area disciplines and curriculum and instruction
- Experience in diverse school settings
- Knowledge of CCTC Teaching Performance Expectations
- Knowledge of CA K-12 content standards for subject areas
- Active in subject matter professional organizations
- Experience supporting teacher candidates and/or new teachers (preferred)

The Subject Area Coordinator (SAC) is responsible for teacher candidate recruitment, preparation, support, and evaluation; University Supervisor and Master Teacher selection, support, and monitoring; and curriculum and program development and implementation.

Teacher Candidate Recruitment, Preparation, Support, and Evaluation

1. Advises potential candidates on credential program requirements (face-to-face, phone, and email).
2. Analyzes applicant files to determine if credential program admission requirements are met.
3. Convenes admissions committee to conduct candidate interviews, conduct interviews, and make admissions decisions. Follows appropriate protocol for Single Subject Credential Program (SSCP) admissions process. Submit admissions recommendations and rejections to Director of Admissions for processing.
4. Confers with supervisors regarding candidate progress.
5. Monitors candidate progress throughout program via reports, evaluations, and observations by MTs and supervisors (449E/449I) and 442/449S course progress. Reviews candidate evaluations via the SSCP Online Evaluation System.
6. Intervenes, monitors, and supports candidates in danger of not succeeding.
7. Establishes, monitors, and evaluates SSCP Teacher Candidate Intervention Plans as appropriate.
8. Recommends candidates to SSCP Director for continuance in program and program completion.
9. As Appropriate: Advises potential candidates on undergraduate SMPP requirement in subject areas. Provides SMPP transcript evaluations. Serves on SMPP committee.

University Supervisor and Master Teacher Selection, Support, and Monitoring

10. Facilitates placement requests on Google Docs and recommend MTs to Single Subject Credential Program Director. Recommend new placements when district rejects initial request. Negotiate placements with districts - via Single Subject Credential Program Director for "in-district" and by SAC for others.
11. Recommends to Academic Department Chair qualified new hires for University Supervisors (per qualifications outlined in the SSCP University Supervisor Job Description).
12. Assigns teacher candidates to University Supervisors.
13. Provides subject-specific supervisor training and conducts supervisor meetings twice/semester or as needed to meet program demands.
14. Monitors University Supervisor performance according to responsibilities outlined in the SSCP University Supervisor Job Description.
15. Communicates periodically with Master Teachers and University Supervisors on program requirements, university curriculum, important deadlines, and candidate progress.

Curriculum Development and Implementation

16. Revises content of 442 and 449E, 449S, and 449I courses to align with accreditation and program currency, needs, and requirements. Assist academic department chair with 442/449S scheduling needs.
17. As Appropriate: Develops, submits, responds to, and monitors CTC requirements for SMPP in subject area.
Program Administration Support

18. Updates Single Subject Credential Program Director on candidate progress and status in the program.
19. Responds in timely manner to Single Subject Credential Program Director and Accreditation Coordinator requests, including student and faculty data, course syllabi, vita, instructional materials, and other documentation.
20. Creates and updates subject area program print and online resources for candidate recruitment and support.
22. Serves as liaison between Academic Department and Department of Secondary Education.
23. Represents Single Subject Credential Program in schools and districts.

Single Subject Credential Program
University Supervisor Job Description

Job Qualifications

All faculty teaching in the Single Subject Credential Program (SSCP) must have the following qualifications:

- MA or MS in education or related field
- Public secondary school teaching experience
- Ability to use technology (email, TITANium CMS, and SSCP Online Evaluation System) to effectively communicate with candidates, Mentor Teachers, and program faculty and staff; share lesson plan and classroom observation documents; and submit candidate evaluations (including support MT evaluation submissions)
- Committed to ongoing professional development to maintain currency in the field
- Knowledge of CSUF Single Subject Credential Program requirements

Supervisors must also have specific qualifications as noted below.

- Graduate coursework and/or expertise in discipline and curriculum and instruction
- Experience in diverse school settings
- Knowledge of CCTC Teaching Performance Expectations
- Knowledge of CA content and common core standards
- Experience supporting teacher candidates and/or new teachers (preferred)

The University Supervisor provides support to teacher candidates through evaluations of classroom practice, conferences with candidates and/or Master Teachers, and evaluations of TPE Level of Proficiency. These responsibilities are both general and specific to the first and second semesters of the program:

General Responsibilities

1. Facilitates candidate development of Teaching Performance Expectations.
2. Interprets the program and philosophy of the University and the Single Subject Credential Program to district personnel.
3. Attends Single Subject Credential Program supervisor and subject area supervisor meetings as directed.
4. Provides a course syllabus to students for 449E and 449I.
5. Submits copies of course syllabi and sample observation summaries to SSCP Director for accreditation purposes.
6. Participates in candidate application process, including review of applicant files and participation in interviews.
7. Remains current in California teacher preparation requirements, including Teaching Performance Expectations and the CalTPA Teaching Performance Assessment.
8. Remains current in CSUF Single Subject Credential Program requirements, including collaborative teaching.

First Semester Responsibilities

9. Meets with Master Teachers at the beginning of 449E First Semester Student Teaching in Secondary Schools (late October/early November for fall and late March/early April for Spring) to review program procedures and Master Teacher responsibilities.
10. Meets with first semester candidates during 442 Teaching in Secondary Schools to set up classroom visitations and review the process and form for evaluating classroom practice.
11. Formally observes and assesses each Teacher Candidate at least twice during the CSUF semester (between Nov 1 – Dec 10 for fall semester and April 1 – May 15 for spring semester).
   a. Formal observations may not be scheduled closer than three teaching days between observations. Some subject areas may require longer time between observations.
   b. Formal observations include a pre and post conference (may be electronic), review of the lesson plan taught, and observation of at least one period of teaching.
   c. Observations should be completed using the SSCP Evaluation of Classroom Practice.
12. Submits observation summaries electronically to the SSCP Online Evaluation System.
13. Identifies Teacher Candidates in danger of failing 449E First Semester Student Teaching in Secondary Schools and reports concerns with appropriate, detailed documentation to the SAC. Participates in Teacher Candidate Improvement Plan (TCIP) meetings and development of TCIPs. Informs MTs about TCIP and monitors implementation of CIP and candidate progress.
14. Confirms that Master Teachers have submitted the TPE Proficiency Level: First Semester Evaluation form in a timely manner.
15. Formally evaluates Teacher Candidate progress via the TPE Proficiency Level: First Semester Evaluation form in a timely manner.
16. Assigns the final grade (credit/no credit) for 449E First Semester Student Teaching in Secondary Schools (or reports final grade to Subject Area Coordinator).

Second Semester Responsibilities

17. Meets with Master Teachers at the beginning of 449I Second Semester Student Teaching in Secondary Schools to clarify program procedures.
18. Formally observes Teacher Candidates at least four times during the CSUF semester.
   a. Formal observations may not be scheduled closer than seven teaching days between observations.
   b. Formal observations include a pre and post conference (may be electronic), review of the lesson plan taught, and observation of at least one period of teaching.
19. Observations should be completed using the SSCP Evaluation of Classroom Practice.
20. Submits observation summaries electronically to the SSCP Online Evaluation System.
21. Provides appropriate professional guidance and support to the Teacher Candidate.
22. Insures that there is adequate communication between the Teacher Candidate, Master Teachers, University Supervisor, and Subject Area Coordinator.
23. Identifies candidates in danger of failing 449I Second Semester Student Teaching and reports concerns with appropriate, detailed documentation to the SAC. Assists in development of Teacher Candidate Improvement Plan (TCIP), facilitates implementation of TCIP and monitors candidate progress.
24. Confirms that Master Teachers have submitted the TPE Proficiency Level: Student Teaching Mid-Term Evaluation and TPE Proficiency Level: Student Teaching Final Evaluation forms in a timely manner.
25. Formally evaluates Teacher Candidate progress via the **TPE Proficiency Level: Student Teaching Mid-Term Evaluation and TPE Proficiency Level: Student Teaching Final Evaluation** forms in a timely manner.

26. Assigns the final grade (credit/no credit) for 449I Second Semester Student Teaching in Secondary Schools (or reports final grade to Subject Area Coordinator)

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**Single Subject Credential Program**

**Intern Program Director**

**Job Description**

Revised 2.13

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**Job Qualifications**

All faculty teaching in the Single Subject Credential Program (SSCP) must have the following qualifications:

- Doctorate in education or related field
- Public secondary school teaching experience
- Ability to use technology (email, TITANium CMS, and SSCP Online Evaluation System) to effectively communicate with candidates, Mentor Teachers, and program faculty and staff; share lesson plan and classroom observation documents; and submit candidate evaluations
- Committed to ongoing professional development to maintain currency in the field
- Knowledge of CSUF Single Subject Credential Program requirements

The **Intern Program Director** must also have specific qualifications as noted below:

- Knowledge of CCTC Teaching Performance Expectations
- Knowledge of CA K-12 content standards for subject areas
- Experience supporting teacher candidates and/or new teachers (preferred)
- Experience managing external grants and funding

The **Intern Program Director** administers the Single Subject Credential Intern Program through the following activities:

1. **Intern Program Management**
   a. CTC Grant Management—Follow grant guidelines for Single Subject Intern Program; update/change program as directed by CTC.
   b. Coordination with the Local Education Agency, Anaheim Union High School District (AUHSD,) – Obtain approval for the Single Subject Intern Grant from AUHSD Board of Trustees; develop the budget and write budget narrative.
   c. Coordination with Auxiliary Services Corporation (ASC)—Develop and institute sub-contract with ASC to manage the Grant budget.
   d. Coordination with Districts --Verify offer of agreement from partner districts and determine if MOU agreements between partner district and University is in place.
   e. Communication with Subject Area Coordinator –Verify approval for intern program and monitor progress as appropriate; determine intern professional development plan, and coordinate supervision.
   f. Single Subject Pre-Orientaion and Orientation—Attend orientation meetings to Inform students of prerequisites and the Intern Program delivery as well as answer questions.
   g. Coordinate with Intern Program Coordinator—Meet regularly with Coordinator to monitor program administration, collect information required by CTC, and develop CTC Annual Program Report for Intern program (review and revise annual plan) to submit to CTC.
h. Hire University Supervisors to support Interns as needed.

2. Intern Program Reporting and Evaluation
   a. CTC Reports—Submit annual reports to the CTC, review and revise annual plan, and provide other information as needed.
   b. Intern Participant Database—Oversee Intern participation in CTC Intern Participant database; coordinate with CTC to list participating districts.
   c. Annual Surveys—Oversee administration of annual CTC survey to site administrators, support providers, and interns as appropriate.

3. Students and Mentor “Buddies”
   a. Student Recruitment—Respond to e-mail, telephone and walk-in requests for information.
   b. Advisement—Meet face-to-face or respond to email requests for advisement from prospective candidates and Interns.
   c. Mentor Support—Maintain communication and provide resources as needed to participating interns and mentors.
   d. Intern/Mentor “Buddy” Training—Plan agenda, implement training for Interns and Mentors.
   e. Credentialing—Coordinate with CSUF Credential Analyst to obtain Intern Credential for candidate.

4. SECTEP Advisory Council, SECTEP Community Advisory Committee, and Wider Community
   a. SECTEP—Provide updates on CTC Intern Program to SECTEP at monthly meetings.
   b. Teacher Education Preparation Advisory Board—Plan agenda, determine board member composition with Coordinator, lead the meeting with representative stakeholders, and provide CTC updates on Intern Program.
   c. Regional Teacher Education Council (RTEC)—Attend annual conference and meetings to provide updates on CTC Intern Program to community college partners.
   d. Orange County Teacher Preparation-Induction Collaborative (OCTPIC) –Attend and provide updates on CSUF Intern Program at regional meetings.
   e. CTC State Intern Director’s Meeting—Attend and present at required CTC Spring and Fall Meetings.
   f. CTC Intern Program Region 6—Attend meetings and professional development trainings for the region as appropriate.

Job Qualifications

All faculty teaching in the Single Subject Credential Program (SSCP) must have the following qualifications:

- MA or MS in education or related field
- Public secondary school teaching experience
- Ability to use technology (email, TITANium CMS, and SSCP Online Evaluation System) to effectively communicate with candidates, Mentor Teachers, and program faculty and staff; share lesson plan and classroom observation documents; and submit candidate evaluations
- Committed to ongoing professional development to maintain currency in the field
The Intern Program Coordinator must also have specific qualifications as noted below:

- Knowledge of CSUF Single Subject Credential Program requirements
- Knowledge of CCTC Teaching Performance Expectations
- Knowledge of CA K-12 content standards for subject areas
- Experience supporting teacher candidates and/or new teachers (preferred)

The Intern Program Coordinator supports the Intern Program Director through the following activities:

1. Intern Program Implementation
   a. Accreditation—Collects and provides data, statistics, and evidence for accreditation; write narrative responses.
   b. Single Subject Credential Program Handbook—Review and submit changes for handbook as appropriate with respect to Intern Program.
   c. Publicity—Develop and update print and web materials to recruit and make the public aware of the program.
   d. Coordination with Director—Meet regularly with Director to administer program, provide collected information required by CTC.
   e. Communication with Subject Coordinators—Monitor Interns’ progress, supervision, and adjust individual development plans as appropriate.
   f. Recordkeeping—Develop forms and maintain records of program implementation and development.
   g. Supplies—Order professional development materials and supplies for Interns and respective Mentor “Buddies.”
   h. Support Personnel—Train and supervise student assistant.

2. Intern Program Reporting and Evaluation
   a. Intern Participation—Maintain database of Interns, Mentors, and participating districts.
   b. Retention Data Collection—Collect information from districts on Intern retention in district of hire.
   c. Survey Data—Interpret and present results of CTC survey data to Department Chair, Department of Secondary Education, SECTEP and Teacher Education Preparation Advisory Board at their respective meetings.

3. Students and Mentor “Buddies”
   a. Assist Director with Student Recruitment—Respond to e-mail, telephone and walk-in requests for information.
   b. Intern support—Communicate either face-to-face or by email to offer support to participants in the Intern Program.
   c. Intern Orientation—Initiate and conduct initial face-to-face orientation for incoming interns.
   d. Intern and Mentor Support—Maintain communication and provide resources as needed to participating interns and mentors.
   e. Intern Support—Communicate with Subject Area Coordinators (SAC) to monitor progress of interns.
   f. Mentor “Buddy” Training—Gather materials and resources for Mentors and Interns, implement training for Mentors, prepare sign-in sheet, collect and maintain files for required CTC forms.
   g. Resources—Distribute Intern Grant professional development resources to Mentors and Interns; monitor loans of Flip cameras to students.

4. SECTEP Advisory Council, SECTEP Community Advisory Committee, and Wider Community
   a. SECTEP—Provide information and updates on SCUF Single Subject Intern Program to SECTEP at monthly meetings.
   b. Teacher Education Preparation Advisory Board—Provide information and updates on CSUF Single Subject Intern Program to Teacher Education Preparation Advisory Council.
c. for Regional Teacher Education Council (RTEC)—Attend annual conference and meetings to provide information and updates to community college partners.

d. Orange County Teacher Preparation-Induction Collaborative (OCTPIC) – Participate and provide updates on CSUF Single Subject Intern Program at regional meetings.

e. CTC Intern Program Region 6—Attend meetings and professional development trainings for the region as appropriate.

f. National Center for Alternative Certification - Maintain and contact information on the Single Subject Intern Program.
To insure appropriate reimbursement to the district for substitute coverage payment and stipend pay, this form should be returned to Dr. Maria Grant, Intern Program Director (mgrant@fullerton.edu) by the end of each semester (December 15 and May 15).

### MENTOR ACTIVITIES AND SUBSTITUTE TEACHER LOG

<table>
<thead>
<tr>
<th>DATE</th>
<th>MENTOR INITIALS</th>
<th>DESCRIPTION OF ACTIVITY</th>
<th>TOTAL HOURS</th>
<th>SUB DAY?</th>
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</table>

Signatures below indicate that the log has been reviewed and that all data is correct.

---

Intern Teacher Candidate Signature  | Date
---|---
Mentor Teacher Signature  | Date
Date: [Blank space for Date]

To: Single Subject Credential Program Director

From: [Name of Subject Area Coordinator], [Subject Area]

Subject: Teaching Assignment for Intern Teacher Candidate

A paid teaching assignment has been offered to [Name of Student Teacher] under an Internship Agreement at [Name of school] in [Name of District].

NOTE: For a full-time appointment, in order to meet the CTC requirements, at least two classes taught by the Intern Teacher Candidate must be in the subject area in which the student teacher is getting a credential.

He/She will be mentored at the school site by [Name of Mentor Teacher] who will be provided training by the University and will assist and observe the Teacher Candidate in the classroom as needed. The Mentor Teacher will be responsible for completing all required evaluations during the first and second semesters of the program.

The Intern Teacher Candidate teaching assignment will be as follows:

<table>
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<tr>
<th>Per</th>
<th>Course Title</th>
<th>Time</th>
<th>Room</th>
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<tbody>
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</tbody>
</table>

He/She will begin this teaching assignment on [Date] and end on [Date].

The Intern Teacher Candidate must enroll in 442/440F/440S/449E courses first semester and 449I/449S/460 second semester and must be on campus by 4:00 PM twice weekly to attend required classes. Repeated tardies/absences may result in a grade of “no credit” and the candidate may be considered for program removal or other sanctions.

This teaching assignment is approved by the following:

[Signature]

Employing Principal Name

Date
# Intern Professional Development Plan

**Identify your goal for improvement of teaching practice.**

**Identify the California Standards for the Teaching Profession (CSTP) that will be addressed in your goal.**

- Engaging & Supporting All Students in Learning
- Creating & Maintaining Effective Environments
- Planning Instruction & Learning Experiences
- Assessing Student Learning
- Understanding & Organizing Subject Matter
- Developing as a Professional Educator

**Identify how this goal will impact your students.**

**Identify specific objectives to be met, indicates that you have met your objectives, and a timeline for meeting your objectives.**

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>INDICATORS</th>
<th>TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives should be specific and based on knowledge and skills you need to obtain in order to meet your goal.</td>
<td>Indicators are the evidence that indicate that you have met your objective. Indicators should be observable and measurable. Highlight the observable and measurable part of your indicator.</td>
<td><strong>BEGIN DATE</strong></td>
</tr>
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</tbody>
</table>

**Identify the support and resources you will need to meet your objectives.**

**The signature below indicates that the Intern Teacher Candidate has participated in the development of this plan and agrees to its implementation.**

---

**Intern Teacher Candidate Signature**  
**Date**

**Mentor Signature**  
**Date**
# Single Subject Credential Program, California State University Fullerton

## Intern Program

### Intern Program Plan

<table>
<thead>
<tr>
<th>Element</th>
<th>Timeline</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite Coursework</strong></td>
<td>Entry</td>
<td>□ EDSC 310 □ EDSC 320 □ EDSC 330 □ EDSC 340</td>
</tr>
<tr>
<td><strong>Intern Prerequisites</strong></td>
<td>Entry</td>
<td>□ EDSC 400 (for first semester only) □ EDSC 410</td>
</tr>
<tr>
<td><strong>Program Coursework (indicate dates)</strong></td>
<td>Entry</td>
<td>□ Fall □ Spring 20 □ Fall □ Spring 20</td>
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<tr>
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<td>PDC Cohort - EDSC 440S/440F Subject Cohort - (EDSC) 442/449E EDSC 460</td>
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<td>EDSC 304 will be taken</td>
</tr>
<tr>
<td><strong>Intern Offer &amp; Assignment</strong></td>
<td>Entry</td>
<td>Identification of school site, teaching assignment, and Mentor; approval by site administrator.</td>
</tr>
<tr>
<td><strong>On-site Support</strong></td>
<td>First semester as Intern</td>
<td>Mentor to be determined in cooperation with school principal; 20 hours of on-site support each semester.</td>
</tr>
<tr>
<td><strong>Intern Program Plan</strong></td>
<td>First semester as Intern</td>
<td>Identification of Intern Program Requirements and checklist; signed by Intern Teacher Candidate.</td>
</tr>
<tr>
<td><strong>Resources for Mentor</strong></td>
<td>First semester as Intern</td>
<td><em>Being an Effective Mentor</em> by K. Johnson</td>
</tr>
</tbody>
</table>
| **Resources for Intern** | First semester as Intern | Books for professional development:  
- *Being Mentored: A Guide for Protégés* by H. Portner  
- *The Effective Teacher’s Guide: 50 Ways for Engaging Students in Learning* by N. Frey  
- *Developing Performance-Based Assessments, Grades 6-12* by N. Gallavan  
- *Differentiating with Graphic Organizer: Tools to Foster Critical and Creative Thinking* by P. Drapeau  
- *Differentiation for the Adolescent Learner: Accommodating Brain Development, Literacy, and special Needs* by G. Crawford  
Use of Flip camera |
| **TaskStream Fee Reimbursement** | First semester as Intern | Reimbursement for Taskstream fee for Teaching Performance Assessment. |
| **Teaching Performance Assessment** | Each semester | TPA SSP (1) & DL (2), 1st semester; TPA AL (3) & CTE (4), 2nd semester |
| **Mentor Activity/Substitute Log** | Each semester | Record of on-site support submitted each semester. |
| **University Support** | Each semester | Intern Program Supervision during first ten weeks and Subject Area Supervision during remainder of program. Completion of *Assessment of Classroom Practice*. |
| **Mentor Intern Training** | Each semester | Registration, explanation of program, expectations, online evaluation, due dates |
| **Intern Professional Development Plan** | Each semester | Required by CTC; identification of goal correlated to CSTP to address each semester, signed by Mentor and Intern and updated each semester. |
| **Substitute Release Time** | Each semester | Reimbursement for three days of release time for intern professional development to be determined by Intern and Mentor and recorded on *Intern Professional Development Plan*. |
| **Online Evaluations** | Each semester | Mentor and Subject Area Supervisor |

The signature below indicates that the Intern Teacher Candidate is aware of Intern Program resources and requirements.

<table>
<thead>
<tr>
<th>Candidate Signature</th>
<th>Date</th>
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</table>
EDSC 310 VERIFICATION OF FIELDWORK OBSERVATIONS FOR EARLY FIELDWORK EXPERIENCE

NAME: ____________________________  CREDENTIAL SUBJECT AREA: ____________________________

<table>
<thead>
<tr>
<th>DATE</th>
<th>GRADE/SUBJECT</th>
<th>LESSON TOPIC</th>
<th>HOURS</th>
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TEACHER INFORMATION

NAME: ____________________________

SCHOOL: ____________________________

CANDIDATE PROFESSIONALISM

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- Did the candidate complete observations in a punctual manner with regular on-going visits?
- Did the candidate dress appropriately and act professionally?
- Did the candidate pay attention to the class activities and take observation notes?
- Did the candidate interact appropriately with teachers and students in the classroom?

If you feel the candidate did not meet these expectations, you may privately email Dr. Kristen Shand at kshand@fullerton.edu

SIGNATURE: ____________________________

COMMENTS: ____________________________
### 5 Hours of Observation with Another Teacher at School One in Credential Content (or Other) Area

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<thead>
<tr>
<th>Date</th>
<th>Grade/Subject</th>
<th>Lesson Topic</th>
<th>Hours</th>
<th>Teacher Information</th>
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### 10 Hours of Observation with One or More Teachers at School Two in Credential Content (or Other) Area

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<th>Date</th>
<th>Grade/Subject</th>
<th>Lesson Topic</th>
<th>Hours</th>
<th>Teacher Information</th>
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<td>SCHOOL:</td>
</tr>
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<td></td>
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</tr>
</tbody>
</table>

### 8 Hours of Classroom or Miscellaneous Observations at Schools One & Two with No More Than 2 Hours in One Activity

<table>
<thead>
<tr>
<th>Date</th>
<th>School</th>
<th>Activity</th>
<th>Hours</th>
<th>Verification of Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>SIGNATURE:</td>
</tr>
</tbody>
</table>

### School Board Meeting Attendance

<table>
<thead>
<tr>
<th>Date</th>
<th>District</th>
<th>Hours</th>
<th>Verification of Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>SIGNATURE:</td>
</tr>
</tbody>
</table>
TPE Level of Proficiency: First Semester Evaluation

Evaluation Completed by Supervisor:

Candidate's CWID: 888000001
Candidate's Name: Demo Student
Candidate's Email: 

District:

School:

Subject Area:

Summary of Evaluation:

<table>
<thead>
<tr>
<th>0 = No Evidence</th>
<th>1 = Unacceptable</th>
<th>2 = Basic</th>
<th>3 = Skilled</th>
<th>4 = Distinguished</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

A. Making Subject Matter Comprehensible to Students

TPE 1     Subject-Specific Pedagogical Skills for Single Subject Teaching Assignment

Score 4

B. Assessing Student Learning

TPE 2     Monitoring Student Learning During Instruction

Score 4

TPE 3     Interpretation and Use of Assessment

Score 4

C. Engaging and Supporting All Students in Learning including GATE Students and Students with Special Needs

TPE 4     Making Content Accessible

Score 4

TPE 5     Student Engagement

Score 4

TPE 6     Develops Appropriate Teaching Practices

Score 4

TPE 7     Teaching English Learners

Score 4

D. Planning Instruction and Designing Learning Experience for Children

TPE 8     Learning about Students

Score 4

TPE 9     Instructional Planning

Score 4

E. Creating and Maintaining Effective Environments for Student Learning

TPE 10    Instructional Time

Score 4

TPE 11    Social Environment

Score 4

F. Developing as a Professional Educator

TPE 12    Professional, Legal and Ethical Obligations

Score 4

TPE 13    Professional Growth

Score 4

# of Unacceptable: 0

First Semester Final Evaluation

1. Please describe the candidate's strengths.

Comment goes here

2. Please describe areas or skills the candidate needs to work on.

Comment goes here

3. Please describe to what extent the candidate is prepared to work with English Learners, special populations, and striving readers.

Comment goes here

4. Is the extern ready to continue into student teaching? Yes
# TPE Level of Proficiency: Second Semester Final Evaluation

Evaluation Completed by Master / Mentor Teacher:

<table>
<thead>
<tr>
<th>Candidate's CWID:</th>
<th>888000000</th>
<th>District:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate's Name:</td>
<td>Demo Student</td>
<td>School:</td>
</tr>
<tr>
<td>Candidate's Email:</td>
<td></td>
<td>Subject Area:</td>
</tr>
<tr>
<td>Term/Year:</td>
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## Summary of Evaluation:

<table>
<thead>
<tr>
<th>Score Category</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>0 = No Evidence</td>
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<tr>
<td>2 = Basic</td>
<td></td>
</tr>
<tr>
<td>3 = Skilled</td>
<td></td>
</tr>
<tr>
<td>4 = Distinguished</td>
<td></td>
</tr>
</tbody>
</table>

### A. Making Subject Matter Comprehensible to Students

TPE 1  Subject-Specific Pedagogical Skills for Single Subject Teaching Assignment

Comment:
Comment goes here

![Score 4](image)

### B. Assessing Student Learning

TPE 2  Monitoring Student Learning During Instruction

TPE 3  Interpretation and Use of Assessment

Comment:
Comment goes here

![Score 4](image)

### C. Engaging and Supporting All Students in Learning including GATE Students and Students with Special Needs

TPE 4  Making Content Accessible

TPE 5  Student Engagement

TPE 6  Develops Appropriate Teaching Practices

TPE 7  Teaching English Learners

Comment:
Comment goes here

![Score 4](image)

### D. Planning Instruction and Designing Learning Experience for Children

TPE 8  Learning about Students

TPE 9  Instructional Planning

Comment:
Comment goes here

![Score 4](image)

### E. Creating and Maintaining Effective Environments for Student Learning

TPE 10  Instructional Time

TPE 11  Social Environment

Comment:
Comment goes here

![Score 4](image)

### F. Developing as a Professional Educator

![Score](image)
# TPE Level of Proficiency: Second Semester Midterm Evaluation

Evaluation Completed by Master / Mentor Teacher:

<table>
<thead>
<tr>
<th>Candidate's CWID:</th>
<th>888000000</th>
<th>District:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate's Name:</td>
<td>Demo Student</td>
<td>School:</td>
</tr>
<tr>
<td>Candidate's Email:</td>
<td></td>
<td>Subject Area:</td>
</tr>
<tr>
<td>Term/Year:</td>
<td></td>
<td></td>
</tr>
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</table>

## Summary of Evaluation:

<table>
<thead>
<tr>
<th>Score</th>
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<th>1 = Unacceptable</th>
<th>2 = Basic</th>
<th>3 = Skilled</th>
<th>4 = Distinguished</th>
</tr>
</thead>
</table>

### A. Making Subject Matter Comprehensible to Students

TPE 1 *Subject-Specific Pedagogical Skills for Single Subject Teaching Assignment*

Comment:
Comment goes here

### B. Assessing Student Learning

TPE 2 *Monitoring Student Learning During Instruction*

TPE 3 *Interpretation and Use of Assessment*

Comment:
Comment goes here

### C. Engaging and Supporting All Students in Learning including GATE Students and Students with Special Needs

TPE 4 *Making Content Accessible*

TPE 5 *Student Engagement*

TPE 6 *Develops Appropriate Teaching Practices*

TPE 7 *Teaching English Learners*

Comment:
Comment goes here

### D. Planning Instruction and Designing Learning Experience for Children

TPE 8 *Learning about Students*

TPE 9 *Instructional Planning*

Comment:
Comment goes here

### E. Creating and Maintaining Effective Environments for Student Learning

TPE 10 *Instructional Time*

TPE 11 *Social Environment*

Comment:
Comment goes here

### F. Developing as a Professional Educator
Verification of Assignment and Master/Mentor Teacher Qualifications

Evaluation Completed by Master / Mentor Teacher:

<table>
<thead>
<tr>
<th>Candidate's CVID:</th>
<th>District:</th>
</tr>
</thead>
<tbody>
<tr>
<td>888000001</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Candidate's Name:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demo Student</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Candidate's Email:</th>
<th>Subject Area:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Term/Year:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Results of Verification:

CTC Requirements for Candidate Placement

1. Student teaching occurs in classes where at least 25% of students are of an ethnic, cultural, and/or socioeconomic background different from that of the student teacher.
   Per TPA Tasks 2, 3, and 4 requirements, student teaching experience must include the opportunity to work with at least 3 different students identified as English Learners (e.g., a student who uses a primary language other than English and who has developing proficiency in English as a goal), one (1) English learner in each of three different classes. Note: Single subject candidates for a credential in World Languages who are delivering instruction entirely in the target language may be exempted from this requirement.
   Per TPA Task 3 requirements, student teaching experience must include opportunities to work with at least 1 student with an identified special need (e.g., a student with an IEP or Section 504 plan, or who is designated "gifted" or "talented").
2. Student teaching experience includes opportunities to work with students of varying reading ability.
3. Student teaching occurs in schools where the state-adopted academic core curriculum is effectively implemented.

CTC Recommendation for Candidate Placement

1. Student teaching occurs in classes that are considered low-performing or hard-to-staff.

Confirm that the Master/Mentor Teacher meets the following qualifications:

Subject Matter Competencies

1. Is highly qualified and experienced in subject matter area of candidate
2. Is competent in teaching to the State and District Content and Performance standards in subject matter area of candidate
3. Is aware of current curricular trends and issues
4. Is competent in a variety of teaching strategies

5. Is competent in addressing the needs of English Learners, special populations, and various levels of reading ability

6. Incorporates traditional and alternative forms of assessment

Classroom Management Competencies

1. Is effective in managing his/her classroom and addressing student discipline problems

2. Is able to create and maintain a positive environment for learning

Teacher Candidate Support Competencies

1. Shows enthusiasm for working with teacher candidates

2. Is able to analyze elements necessary for successful teaching

3. Is able to coach and advise teacher candidates in helping them develop successful practices

4. Will provide the time necessary for supervision, support, and guidance

5. Will work cooperatively with the University Supervisor in resolving problems and in contributing to the success of the teacher candidate

6. Is familiar with the Cal State Fullerton Single Subject Credential Program

7. Is familiar with the Teaching Performance Expectations

--- End of Verification ---
## CSU Exit Survey

### Demographic Information

<table>
<thead>
<tr>
<th>Ethnic / Racial Designation (Check all that apply)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td></td>
</tr>
<tr>
<td>Korean</td>
<td></td>
</tr>
<tr>
<td>Vietnamese</td>
<td></td>
</tr>
<tr>
<td>Asian Indian</td>
<td></td>
</tr>
<tr>
<td>Laotian</td>
<td></td>
</tr>
<tr>
<td>Cambodian</td>
<td></td>
</tr>
<tr>
<td>Other Asian</td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
</tr>
<tr>
<td>Hawaiian</td>
<td></td>
</tr>
<tr>
<td>Guamanian</td>
<td></td>
</tr>
<tr>
<td>Samoan</td>
<td></td>
</tr>
<tr>
<td>Other Pacific Islander</td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td></td>
</tr>
<tr>
<td>African American, not of Hispanic origin</td>
<td></td>
</tr>
<tr>
<td>White, not of Hispanic origin</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male (1)</td>
<td></td>
</tr>
<tr>
<td>Female (0)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Please enter your age at the time you began the teaching credential program.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Length of time to complete Credential Program</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Select the OVERALL length of time (in months) it took to complete the teaching credential program.</td>
<td></td>
</tr>
</tbody>
</table>
### Campus and Credentials Earned 1

**At the campus that you selected which teaching credential(s) are you earning?**

- Multiple Subject Teaching Credential
- Single Subject Teaching Credential
- Education Specialist Credential for Teaching in Special Education

**At the campus that you selected which teaching credential(s) are you earning?**

*(Please select that apply to you.)*

<table>
<thead>
<tr>
<th></th>
<th>...with NO Emphasis</th>
<th>...with a CLAD Emphasis</th>
<th>... with a BCLAD Emphasis</th>
<th>English Language Authorization</th>
<th>...with Another Emphasis</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-1</td>
<td>-2</td>
<td>-3</td>
<td>-5</td>
<td>-4</td>
<td>(x)</td>
</tr>
</tbody>
</table>

Please indicate which emphasis you earned with your Multiple Subject credential.

- Single Subject Teaching Credential in English...
- Single Subject Teaching Credential in a Language Other than English.
- Single Subject Teaching Credential in Mathematics.
- Single Subject Teaching Credential in Music.
- Single Subject Teaching Credential in Art.
- Single Subject Teaching Credential in Physical Education.
- Single Subject Teaching Credential: Science (Biological Sciences).
- Single Subject Teaching Credential: Science (Physics).
- Single Subject Teaching Credential: Science (Chemistry).
- Single Subject Teaching Credential: Science (Geosciences).
- Single Subject Teaching Credential: Health Science.
- Single Subject Teaching Credential in Social Science.
- Single Subject Teaching Credential in Agriculture.
- Single Subject Teaching Credential in Business.
- Single Subject Teaching Credential in Home Economics.
- Single Subject Teaching Credential in Industrial and Technology Education.
- Education Specialist Credential for Teaching Mild/Moderate Disabilities.
- Education Specialist Credential for Teaching Moderate/Severe Disabilities.
- Education Specialist Credential for Teaching Deaf and Hard of Hearing.
- Education Specialist Credential for Teaching Physical & Health Impairments.
- Education Specialist Credential for Teaching Visual Impairments.
- Education Specialist Credential for Teaching Early Childhood Special Education.
- Education Specialist Credential in Another Specialty Area.
Campus and Credentials Earned 1 *continued*…

<table>
<thead>
<tr>
<th>For the one teaching credential most important for you to earn, how did you meet the subject-matter requirement? (Please select the option below.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I met the subject-matter requirement for my most important credential by passing an examination of my subject-matter knowledge such as the MSAT Examination, the CSET Examination, or the SSAT-Praxis Exams.</td>
</tr>
<tr>
<td>I met the subject-matter requirement for my most important credential by completing a program of subject-matter preparation primarily or entirely at the campus where I have earned my credential.</td>
</tr>
<tr>
<td>I met the subject-matter requirement for my credential by completing a program of subject-matter preparation at ANOTHER campus, which was:</td>
</tr>
<tr>
<td>1: Cal State, Bakersfield</td>
</tr>
<tr>
<td>2: Cal State, Chico</td>
</tr>
<tr>
<td>3: Cal State, Dominguez Hills</td>
</tr>
<tr>
<td>4: Cal State, Fresno</td>
</tr>
<tr>
<td>5: Cal State, Fullerton</td>
</tr>
<tr>
<td>6: Cal State, East Bay</td>
</tr>
<tr>
<td>7: Humboldt State University</td>
</tr>
<tr>
<td>8: Cal State, Long Beach</td>
</tr>
<tr>
<td>9: Cal State, Los Angeles</td>
</tr>
<tr>
<td>10: Cal State, Monterey Bay</td>
</tr>
<tr>
<td>11: Cal State, Northridge</td>
</tr>
<tr>
<td>12: Cal Poly, Pomona</td>
</tr>
<tr>
<td>13: Cal State, Sacramento</td>
</tr>
<tr>
<td>14: Cal State, San Bernardino</td>
</tr>
<tr>
<td>15: San Diego State University</td>
</tr>
<tr>
<td>16: San Francisco State University</td>
</tr>
<tr>
<td>17: San Jose State University</td>
</tr>
<tr>
<td>18: Cal Poly, San Luis Obispo</td>
</tr>
<tr>
<td>19: Cal State, San Marcos</td>
</tr>
<tr>
<td>20: Sonoma State University</td>
</tr>
<tr>
<td>21: Cal State, Stanislaus</td>
</tr>
<tr>
<td>22: CalStateTEACH (Fresno)</td>
</tr>
<tr>
<td>For the one teaching credential most important for you to earn, how did you meet the subject-matter requirement? (Please select the option below.) continued…</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>23: Cal State, Channel Islands</td>
</tr>
<tr>
<td>24: CalStateTEACH (Fullerton)</td>
</tr>
<tr>
<td>25: CalStateTEACH (Los Angeles)</td>
</tr>
<tr>
<td>26: CalStateTEACH (Monterey Bay)</td>
</tr>
<tr>
<td>34: Chapman University</td>
</tr>
<tr>
<td>36: Pepperdine University</td>
</tr>
<tr>
<td>37: University of Southern California</td>
</tr>
<tr>
<td>40: University of San Diego</td>
</tr>
<tr>
<td>43: Mills College</td>
</tr>
<tr>
<td>44: Notre Dame de Namur University</td>
</tr>
<tr>
<td>48: UC Berkeley</td>
</tr>
<tr>
<td>49: UC Davis</td>
</tr>
<tr>
<td>50: UC Irvine</td>
</tr>
<tr>
<td>51: UCLA</td>
</tr>
<tr>
<td>52: UC Riverside</td>
</tr>
<tr>
<td>53: UC San Diego</td>
</tr>
<tr>
<td>54: UC Santa Barbara</td>
</tr>
<tr>
<td>55: UC Santa Cruz</td>
</tr>
<tr>
<td>56: Stanford</td>
</tr>
<tr>
<td>57: San Diego City Schools Intern Program</td>
</tr>
<tr>
<td>59: St. Mary’s College of California</td>
</tr>
<tr>
<td>60: San Diego Christian College</td>
</tr>
</tbody>
</table>

I met the subject-matter requirement for my credential by completing a program of subject-matter preparation at a college or university outside this university's system.

I met the subject-matter requirement for my credential when the campus where I have earned my credential gave me credit for academic coursework that I previously completed at a different institution.

**Which one of the following statements best describes what you did during your teaching credential program? (Please select one option below. If 2-3 statements were true, select the one that lasted the longest.)**

I earned a salary as a teacher in a K-12 school
<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>while I had an Emergency Teaching Permit.</td>
</tr>
<tr>
<td>I earned a salary as a teacher in a K-12 school while I had an Internship Teaching Credential.</td>
</tr>
<tr>
<td>I did <strong>not</strong> earn a salary as a public school teacher during my professional coursework. I <strong>did</strong> complete one or more student teaching assignments with cooperating/supervising teachers in K-12 schools.</td>
</tr>
<tr>
<td>Question</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Campus and Credentials Earned 2</td>
</tr>
<tr>
<td>Admin Note: This question presented to those selecting (a) in q4.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Prior to earning your credential, what subject matter work did you do?</td>
</tr>
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<td></td>
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<td></td>
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<tr>
<td>Prior to the 2003-04 year, what was your employment experience? (Please</td>
</tr>
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<td></td>
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<tr>
<td>Which of the following describes your current employment status?</td>
</tr>
<tr>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>
### Current School and Grade Levels Taught

Please respond to the following items about the school in which you are currently employed.

**Admin Note:** This set of questions only shows for respondents select option q8 (a).

<table>
<thead>
<tr>
<th>Name of School District</th>
<th>Name of School</th>
</tr>
</thead>
</table>

I teach students in the following grades (Please check all that apply).

<table>
<thead>
<tr>
<th>Pre K</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

Please respond to the following items about your employment preferences (Select one in each row)

**Admin Note:** This set of questions only shows for respondents select option q8(b) or q8(d).

<table>
<thead>
<tr>
<th>How Important a Consideration?</th>
<th>Very</th>
<th>Somewhat</th>
<th>A little</th>
<th>Not At All</th>
<th>Does not Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>A school that is close to my home</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A school in which I have previously taught</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A school that is ethnically diverse</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A school where most students are from high socio-economic families</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A school where most students are from low socio-economic families</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A school where many students are English Language learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A school where few students are English Language learners</td>
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<tr>
<td>A low performing school</td>
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<tr>
<td>A high performing school</td>
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<tr>
<td>A public school</td>
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<tr>
<td>A private school</td>
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<tr>
<td>A district that offers an attractive salary and benefits package</td>
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</tbody>
</table>

Please explain why you will not seek employment as a teacher in the coming year.

**Admin Note:** This set of questions only shows for respondents select option q8(c) or q8(e).
### Teaching Position and Students this Year

Please identify the schools (up to 3) in which you did your student teaching (starting with the most recent).

<table>
<thead>
<tr>
<th>County Name:</th>
<th>District Name:</th>
<th>School Name:</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

County Name:  
District Name:  
School Name:  
County Name:  
District Name:  
School Name:  
County Name:  
District Name:  
School Name:

What student teaching assignments (s) did you have in your teaching credential program? (Please select all that apply.)

<table>
<thead>
<tr>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was not required to student teach (Explain):</td>
</tr>
<tr>
<td>Self-Contained Classroom Teacher:</td>
</tr>
<tr>
<td>I taught one classroom of students. I taught all or most of their subjects.</td>
</tr>
<tr>
<td>Core-Classroom Teacher:</td>
</tr>
<tr>
<td>I taught 2 or 3 classes of students. I teach 2 core subjects in each class.</td>
</tr>
<tr>
<td>Department-Based Teacher:</td>
</tr>
<tr>
<td>I taught 3 to 7 classes of students. I taught one subject in each class.</td>
</tr>
<tr>
<td>Special Education Teacher:</td>
</tr>
<tr>
<td>The majority of my students are identified as Special Education students</td>
</tr>
</tbody>
</table>

Other teaching position (Describe):

What grade level(s) have you taught during your teaching credential program? (Please select all that apply.)

<table>
<thead>
<tr>
<th>Grade Level</th>
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</thead>
<tbody>
<tr>
<td>Pre K</td>
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<tr>
<td>K</td>
</tr>
<tr>
<td>1</td>
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<td>2</td>
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<td>3</td>
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<td>4</td>
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<td>8</td>
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<td>9</td>
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<tr>
<td>10</td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td>12</td>
</tr>
<tr>
<td>Adult</td>
</tr>
</tbody>
</table>

During your teaching credential program, approximately what percent of the students in your K-12 class(es) were limited English proficient (LEP) students or English language learners (ELL)? (Estimate the percentage OR check Don’t Know.)

<table>
<thead>
<tr>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0: None</td>
</tr>
<tr>
<td>1: 11% - 20%</td>
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<tr>
<td>2: 21% - 40%</td>
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<tr>
<td>3: 41% - 60%</td>
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<tr>
<td>4: 61% - 80%</td>
</tr>
<tr>
<td>5: 81% - 99%</td>
</tr>
<tr>
<td>6: 100%</td>
</tr>
</tbody>
</table>
Effectiveness of Preparation for Teaching 1

Your university’s campus designed your initial teaching credential program to prepare you to start working as a new teacher in a school where your preparation would continue. In your credential program, the university wanted you to learn basic teaching skills and educational ideas at an initial level. Your campus expects that you will have a mentor in your school to assist you in learning how to use your teaching skills in class with your students. The University expects that you will also have chances to develop your teaching skills and ideas with your mentor’s help. Important aspects of a teacher’s job are listed below. At the university, how well prepared are you to begin each aspect of a teacher’s job? Please finish each statement below by selecting the radio button that best represents the level of your preparation.

As a new teacher, I am ...

<table>
<thead>
<tr>
<th>well prepared to begin</th>
<th>adequately prepared to begin</th>
<th>somewhat prepared to begin</th>
<th>not at all prepared to begin</th>
<th>can not answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>...to teach students academic competencies they will need for college success. (presented to CSU [not any of the other non-CSU institutions] single subject, math and English majors only)</td>
<td></td>
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<tr>
<td>...to connect the high school curriculum to the academic expectations that colleges have for incoming freshmen. (presented to CSU single subject, math and English majors only)</td>
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<tr>
<td>...to use effective strategies for expository reading and writing. (presented to CSU single subject, English majors only)</td>
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<tr>
<td>...to prepare lesson plans and make prior arrangements for students’ class activities.</td>
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<tr>
<td>...to organize and manage a class or a group of students for instructional activities</td>
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<tr>
<td>...to organize and manage student behavior and discipline satisfactorily.</td>
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<tr>
<td>...to use an effective mix of teaching strategies and instructional activities.</td>
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<tr>
<td>...to meet the instructional needs of students who are English language learners.</td>
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<tr>
<td>...to meet the instructional needs of students from diverse cultural backgrounds.</td>
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<tr>
<td>...to meet the instructional needs of students with special learning needs.</td>
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<tr>
<td>...to understand how personal, family and community conditions often affect learning.</td>
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<tr>
<td>...to learn about my students’ interests and motivations, and how to teach accordingly.</td>
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<tr>
<td>...to get students involved in engaging activities and to sustain on-task behavior.</td>
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<tr>
<td>...to use computer-based technology to help students learn subjects of the curriculum.</td>
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<tr>
<td>...to use computer-based technology for instruction, research, and record keeping.</td>
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<tr>
<td>...to monitor student progress by using formal and informal assessment methods.</td>
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<tr>
<td>...to assess pupil progress by analyzing a variety of evidence including exam scores.</td>
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<tr>
<td>...to adjust my teaching strategies so all pupils have chances to understand and learn.</td>
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<tr>
<td>...to adhere to principles of educational equity in the teaching of all students.</td>
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<tr>
<td>...to use class time efficiently by relying on daily routines and planned transitions.</td>
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<tr>
<td>...to know about resources in the school &amp; community for at-risk students and families.</td>
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<tr>
<td>...to communicate effectively with the parents or guardians of my students.</td>
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<tr>
<td>...to work collaboratively on school issues with other teachers in our school.</td>
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<tr>
<td>...to think about problems that occur in teaching and to try-out various solutions.</td>
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<tr>
<td>...to understand my professional, legal, and ethical obligations.</td>
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<tr>
<td>...to evaluate and reflect on my own teaching and to seek out assistance that leads to professional growth.</td>
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</tbody>
</table>
Effectiveness of Preparation for Teaching 2

At the university, how well prepared are you to begin each aspect of a teacher’s job? Please finish each statement below by selecting the radio button that best represents the level of your preparation.

As a new teacher, I am ...

<table>
<thead>
<tr>
<th>Statement</th>
<th>Well prepared to begin</th>
<th>Adequately prepared to begin</th>
<th>Somewhat prepared to begin</th>
<th>Not at all prepared to begin</th>
<th>Can Not Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>...to know and understand the subjects of the curriculum at my grade level(s).</td>
<td></td>
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<tr>
<td>...to teach reading-language arts according to California Content Standards in reading.</td>
<td></td>
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<tr>
<td>...to understand child development, human learning and the purposes of schools.</td>
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<tr>
<td>...to teach mathematics according to California Content Standards in math.</td>
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<tr>
<td>...to teach science according to California State Content Standards in science.</td>
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<tr>
<td>...to teach history and social studies according to California Content Standards.</td>
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<tr>
<td>...to teach visual and performing arts according to California Content Standards.</td>
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<tr>
<td>...to teach physical education according to the California P. E. Curriculum Framework.</td>
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<tr>
<td>...to teach health according to the California Health Curriculum Framework.</td>
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<tr>
<td>...to design hands-on classroom activities that suit the attention spans of my students.</td>
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<tr>
<td>...to enable my young students to interact with their peers in healthy, productive ways.</td>
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<tr>
<td>...to promote the academic skills of pupils at different levels of prior proficiency.</td>
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<tr>
<td>...to extend students’ concrete thoughts by familiarizing them with more abstract ideas.</td>
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<tr>
<td>...to assist students in managing their time and in keeping track of school assignments.</td>
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<tr>
<td>...to build on peer friendships, develop group skills, and encourage leadership roles.</td>
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<tr>
<td>...to encourage students to take risks in discovery activities and divergent thinking.</td>
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<tr>
<td>...to assist students in making sound ethical judgments.</td>
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<tr>
<td>...to assist students in decision-making, problem-solving, and critical thinking.</td>
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<tr>
<td>...to create an environment that supports language use, analysis, practice and fun.</td>
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<tr>
<td>...to use language so pupils at different levels understand oral and written English.</td>
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<tr>
<td>...to teach the skills of English writing and to provide appropriate feedback to students.</td>
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<tr>
<td>...to assist individual students in areas of their instructional needs in reading and mathematics.</td>
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<tr>
<td>Admin Note: Only SS see the following set of questions.</td>
<td></td>
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</tr>
<tr>
<td>...to know and understand the subject(s) in which I earned my teaching credential(s).</td>
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</tr>
<tr>
<td>...to teach my primary subject according to State Academic Standards in my grade(s)</td>
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<tr>
<td>...to contribute to students’ reading skills including comprehension in my subject area.</td>
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<tr>
<td>...to use textbooks and other materials that are aligned with State Standards in my area.</td>
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<tr>
<td>...to recognize adolescence as a period of intense pressure for students to be like peers</td>
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<tr>
<td>...to anticipate and address issues of drug, alcohol and tobacco use by my students.</td>
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<tr>
<td>...to anticipate and address possession of weapons and threats of violence at school.</td>
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<tr>
<td>...to anticipate and address the needs of students who are at risk of dropping out.</td>
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<tr>
<td>...to understand adolescent development, human learning and the purposes of schools</td>
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</tbody>
</table>
### Admin Note: Only SS see the following set of questions. continued…

...to assist individual students in areas of their instructional needs in my subject area.
...to establish academic expectations that are intellectually challenging for students.
...to provide opportunities for students to develop advanced problem-solving skills.
...to communicate my course goals and requirements to students and parents.
...to develop fair criteria for course grades and to explain these to students and parents.
...to help students realize the connections between my subject and life beyond school.
...to help students realize the impact of academic choices on life- and career-options.
...to encourage/enable students to assume increasing responsibility for their learning.
...to encourage/enable students to learn behaviors that contribute to future success.

### Admin Note: Only ES see the following set of questions.

...to know and understand federal and state laws that govern special education.
...to develop and implement IEPs with parents, teachers and administrators.
...to plan instructional activities in inte-grated settings for pupils with disabilities.
...to develop student assessments that indicate progress toward IEP objectives.
...to collaborate with para-educators in meeting students' instructional needs.
...to consult with regular-ed. teachers about teaching special education students.
...to conduct educational assessments as defined in students' assessment plans.
...to use disability-specific teaching strategies and activities, when appropriate.
...to teach disability-specific curriculum when applicable to my specialty area.
...to develop and implement transition plans for special education students.
### Effectiveness of Preparation for Teaching 3

Based on your experience as a K-12 pre-service teacher, how valuable or helpful was instruction in your Teaching Credential Program? A subject listed below may have been the focus of one class or instruction in the subject may have been in 2 or more classes. Select "Can Not Answer" if no course was offered on this topic.

<table>
<thead>
<tr>
<th>Instruction in your Teaching Credential Program</th>
<th>Very</th>
<th>Somewhat</th>
<th>A Little</th>
<th>Not At All</th>
<th>Can Not Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction in how children and adolescents grow and develop.</td>
<td></td>
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<tr>
<td>Instruction in the implications of human learning and motivation.</td>
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<tr>
<td>Instruction in school purposes, organization, issues and history.</td>
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<tr>
<td>Instruction in methods of classroom teaching and management.</td>
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<tr>
<td>Instruction in the teaching of English language learners (ELL).</td>
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<tr>
<td>Instruction in cultural diversity and multicultural education.</td>
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<tr>
<td>Instruction in teaching students with special learning needs.</td>
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<tr>
<td>Instruction in using computer technology for classroom instruction.</td>
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<tr>
<td>Admin Note: This section is only presented for MS or ES Credentials.</td>
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<tr>
<td>Instruction in the teaching of reading-language arts in grades K-8.</td>
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<tr>
<td>Instruction in the teaching of mathematics in grades K-8.</td>
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<tr>
<td>Instruction in the teaching of science in grades K-8.</td>
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<tr>
<td>Instruction in the teaching of history-social studies in grades K-8.</td>
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<tr>
<td>Instruction in the teaching of K-8 art, music, drama and/or dance.</td>
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<tr>
<td>Instruction in the teaching of physical education in grades K-8.</td>
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<tr>
<td>Instruction in the teaching of health in grades K-8.</td>
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<tr>
<td>Admin Note: This section is only presented to SS Credentials and each statement only seen by respondents</td>
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<tr>
<td>who chose the corresponding subject matter in the beginning of the survey.</td>
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<tr>
<td>Instruction in ways of teaching English classes in grades 7-12.</td>
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<tr>
<td>Instruction in ways of teaching Language Other than English classes in grades 7-12.</td>
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<tr>
<td>Instruction in ways of teaching Mathematics classes in grades 7-12.</td>
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<tr>
<td>Instruction in ways of teaching Music classes in grades 7-12.</td>
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<tr>
<td>Instruction in ways of teaching Art classes in grades 7-12.</td>
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<tr>
<td>Instruction in ways of teaching Physical Education classes in grades 7-12.</td>
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<tr>
<td>Instruction in ways of teaching Science (Biological Sciences) classes in grades 7-12.</td>
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<tr>
<td>Instruction in ways of teaching Science (Physics) classes in grades 7-12.</td>
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<tr>
<td>Instruction in ways of teaching Science (Chemistry) classes in grades 7-12.</td>
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<tr>
<td>Instruction in ways of teaching Science (Geosciences) classes in grades 7-12.</td>
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<tr>
<td>Instruction in ways of teaching Health Science classes in grades 7-12.</td>
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<tr>
<td>Instruction in ways of teaching Social Science classes in grades 7-12.</td>
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<tr>
<td>Instruction in ways of teaching Agriculture classes in grades 7-12.</td>
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</tbody>
</table>
Admin Note: This section is only presented to SS Credentials and each statement only seen by respondents who chose the corresponding subject matter in the beginning of the survey. continued…

| Instruction in ways of teaching Business classes in grades 7-12. |  |  |  |  |
| Instruction in ways of teaching Home Economics classes in grades 7-12. |  |  |  |  |
| Instruction in ways of teaching Industrial and Technology classes in grades 7-12. |  |  |  |  |

Based on your experience as a K-12 pre-service teacher, how valuable or helpful were these Other Elements of your Teaching Credential Program?

<table>
<thead>
<tr>
<th>Other Elements of your Teaching Credential Program</th>
<th>Very</th>
<th>Somewhat</th>
<th>A Little</th>
<th>Not At All</th>
<th>Does Not Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>My supervised teaching experiences in K-12 schools.</td>
<td></td>
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<tr>
<td>My field work (e.g., school visits, observations, school-based course assignments, etc.) and observations prior to supervised teaching.</td>
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<tr>
<td>Discussions sponsored by the university during student teaching.</td>
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<tr>
<td>Guidance and assistance from field supervisor(s) from the campus.</td>
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<tr>
<td>Guidance and assistance from supervising teacher(s) in K-12 schools.</td>
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<tr>
<td>Information and support provided in initial program orientation.</td>
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<tr>
<td>Information, support, and solutions provided by the credentials office</td>
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<tr>
<td>Information, support and advice provided by faculty advisor(s)</td>
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<tr>
<td>Information provided in written materials (e.g., handbook, catalogues, website)</td>
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</tbody>
</table>

Based on your experience as a K-12 pre-service teacher, how valuable or helpful were these University Courses in the Subjects that You Taught This Year? Select “Does Not Apply” if no course was offered on this topic.

<table>
<thead>
<tr>
<th>University Courses in the Subjects that You Taught This Year</th>
<th>Very</th>
<th>Somewhat</th>
<th>A Little</th>
<th>Not At All</th>
<th>Does Not Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admin Note: This section is only presented to MS or ES Credentials.</td>
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<tr>
<td>University Courses about the content I taught in reading-language arts.</td>
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<tr>
<td>University Courses about the content that I taught in mathematics.</td>
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<tr>
<td>University Courses about the content that I taught in science.</td>
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<tr>
<td>University Courses about the content I taught in history-social science.</td>
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<tr>
<td>University Courses about my content in art, music, drama and/or dance.</td>
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<tr>
<td>University Courses about the content that I taught in physical education.</td>
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<tr>
<td>University Courses about the content that I taught in health.</td>
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<tr>
<td>Admin Note: This section is only presented to SS Credentials and each statement only seen by respondents who chose the corresponding subject matter in the beginning of the survey.</td>
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<tr>
<td>University Courses about the content that I taught in English.</td>
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<tr>
<td>University Courses about the content that I taught in Language Other than English.</td>
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<tr>
<td>University Courses about the content that I taught in Mathematics.</td>
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<tr>
<td>University Courses about the content that I taught in Music.</td>
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<tr>
<td>Admin Note: This section is only presented to SS Credentials and each statement only seen by respondents who chose the corresponding subject matter in the beginning of the survey. continued...</td>
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<td>---------------------------------------------------------------</td>
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<tr>
<td>University Courses about the content that I taught in Art.</td>
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<tr>
<td>University Courses about the content that I taught in Physical Education.</td>
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<tr>
<td>University Courses about the content that I taught in Science (Biological Sciences).</td>
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<tr>
<td>University Courses about the content that I taught in Science (Physics).</td>
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<tr>
<td>University Courses about the content that I taught in Science (Chemistry).</td>
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<tr>
<td>University Courses about the content that I taught in Science (Geosciences).</td>
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<tr>
<td>University Courses about the content that I taught in Health Science.</td>
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<tr>
<td>University Courses about the content that I taught in Social Science.</td>
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<tr>
<td>University Courses about the content that I taught in Agriculture.</td>
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<tr>
<td>University Courses about the content that I taught in Business.</td>
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<tr>
<td>University Courses about the content that I taught in Home Economics.</td>
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<tr>
<td>University Courses about the content that I taught in Industrial and Technology.</td>
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</tbody>
</table>
### Effectiveness of Preparation for Teaching 4

**While you were in the Teaching Credential Program, how true was each of the following statements?**

<table>
<thead>
<tr>
<th>Statement</th>
<th>TRUE</th>
<th>Mostly True</th>
<th>Somewhat True</th>
<th>Not True</th>
<th>Can Not Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>The program had a sequence of courses and school experiences that addressed the complexities of teaching gradually over time.</td>
<td>-3</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>(x)</td>
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<tr>
<td>The program provided an appropriate mixture of theoretical ideas and practical strategies, and I learned about links between them.</td>
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<tr>
<td>During the program, I saw evidence that university faculty and administrators worked closely with educators in K-12 schools.</td>
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<tr>
<td>At each stage of the teaching credential program, I felt ready to assume a little more responsibility for K-12 student instruction</td>
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<tr>
<td>I taught in at least one school that was a good environment for practice teaching and for reflecting on how I was teaching pupils.</td>
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<td>I felt welcomed by the staff in the school(s) in which I was placed.</td>
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<tr>
<td>My cooperating teacher(s) frequently observed my teaching, met with me and offered useful advice about my teaching.</td>
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<td>My cooperating teacher(s) modeled the kind of teaching that was encouraged by my university teacher education instructors.</td>
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<tr>
<td>My university supervisor(s) regularly observed my teaching, met with me and offered constructive feedback about my teaching.</td>
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<td>During supervised teaching, my university-based supervisor and cooperating teacher communicated effectively with each other.</td>
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<tr>
<td>Over time, the credential program and its curriculum met my needs as I prepared myself to become a good teacher.</td>
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<tr>
<td>During the teaching credential program I developed valuable relationships and felt a sense of community with my peers.</td>
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<tr>
<td>My peers in the teaching credential program were ethnically and racially diverse</td>
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</tbody>
</table>

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### What is your overall evaluation of your Teaching Credential Program? Select the one statement that most closely matches your current overall perspective on your program.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>TRUE</th>
<th>Mostly True</th>
<th>Somewhat True</th>
<th>Not True</th>
<th>Can Not Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>I learned a lot in my university's credential program. The program contributed in important ways to my teaching this year.</td>
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<tr>
<td>I learned quite a bit that was important. The university program also included a lot of material that has not been helpful.</td>
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<tr>
<td>The university program included relatively little substance. Most of the material has been of little value in my teaching.</td>
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</tbody>
</table>
What is your overall evaluation of your Teaching Credential Program? Select the one statement that most closely matches your current overall perspective on your program. *continued…*

The university professional preparation program offered nothing of value. It was almost entirely a waste of my time.

In the space below, please provide the titles of the courses in your credential program that were most valuable in your preparation for teaching. Briefly tell what made these courses valuable for you in your preparation.

Which element (e.g., student teaching, peer relationships, fieldwork, coursework) of your teaching credential program was most valuable for you in your teacher preparation? Briefly tell what made this element of the program valuable for you.

Which element of your teaching credential program (e.g., coursework, student teaching, peer relationships, fieldwork) was least valuable for you in your teacher preparation? Briefly explain why this element of the program was not valuable for you.

Based on your recent experience as a credential candidate, what specific change(s) should be made in your teacher preparation program?
1. Please indicate your level of satisfaction with advising you received in the program.
2. Please write specific comments about advising you received while in the program, including suggestions for improving advising services.
3. During student teaching, who served as your university supervisor? If you had more than one, please name the person whom you have in mind as you answer the set of questions about your student teaching.
4. Student Teaching - University Supervisor Question 1
5. Student Teaching - University Supervisor Question 2
6. Student Teaching - University Supervisor Question 3
7. Student Teaching - University Supervisor Question 4
8. Student Teaching - University Supervisor Question 5
9. Student Teaching - University Supervisor Question 6
10. During student teaching, who served as your cooperating teacher? If you had more than one, please name the person whom you have in mind as you answer the following set of questions about your student teaching.
11. Student Teaching - Cooperating Teacher Question 1
12. Student Teaching - Cooperating Teacher Question 2
   During student teaching, which of the following topics were addressed in your cooperating teacher's orientation? Check all that apply. Leave others blank.
13. Student Teaching - Cooperating Teacher Question 3
14. Student Teaching - Cooperating Teacher Question 4
15. Student Teaching - Cooperating Teacher Question 5
16. Student Teaching - Cooperating Teacher Question 6
17. Overall Assessment of the Program
Once you finished your CSU credential program in 20xx, and when you served as a 7-12 teacher in 20xx-xx, how well prepared were you to . . .

Response choices: Well Prepared; Adequately Prepared; Somewhat Prepared; or Not Prepared

1 . . . know and understand the subjects of the curriculum at your grade level(s).
2 . . . organize and manage a class or a group of pupils for instructional activities.
3 . . . organize and manage student behavior and discipline satisfactorily.
4 . . . prepare lesson plans and make prior arrangements for class activities.
5 . . . use an effective mix of teaching strategies and instructional activities.
6 . . . meet the instructional needs of students who are English language learners.
7 . . . meet the instructional needs of students from diverse cultural backgrounds.
8 . . . meet the instructional needs of students with special learning needs.
9 . . . communicate effectively with the parents or guardians of your students.
10 . . . maintain positive rapport and foster students’ motivation and excitement.
11 . . . think about problems that occur in teaching and try out various solutions.
12 . . . understand adolescent growth, human learning and the purposes of schools.
13 . . . understand how personal, family and community conditions affect learning.
14 . . . learn about students’ interests and motivations, and how to teach accordingly.
15 . . . get students involved in engaging activities and to sustain on-task behavior.
16 . . . use computer-based applications to help students learn curriculum subjects.
17 . . . use computer-based technology in class activities and to keep class records.
18 . . . monitor student progress by using formal and informal assessment methods.
19 . . . assess pupil progress by analyzing a variety of evidence including test scores.
20 . . . assist individual students in areas of their instructional needs in reading/math.
21 . . . adjust teaching strategies so all pupils have chances to understand and learn.
22 . . . adhere to principles of educational equity in the teaching of all students.
23 . . . use class time efficiently by relying on daily routines and planned transitions.
24 . . . know about resources in the school & community for at-risk students/families.
Evaluation Questions Answered by Teachers in Grades 7-12 Who Completed CSU Single Subject Credential Programs

Once you finished your CSU credential program in 20xx-xx, and when you were a 7-12 teacher in 20xx-xx, how well prepared were you to . . .

Response choices: Well Prepared; Adequately Prepared; Somewhat Prepared; or Not Prepared

A. General Preparation for Teaching Major Subjects in Grades 7-12

1 . . . teach your primary subject according to State Academic Content Standards.
2 . . . use textbooks and other materials aligned with State Content Standards.
3 . . . contribute to students’ reading skills including vocabulary and comprehension.
4 . . . recognize adolescence as a period of pressure for students to be like their peers.
5 . . . anticipate and address the needs of students who are at-risk of dropping out.
6 . . . establish academic expectations that are intellectually challenging for students.
7 . . . provide opportunities for students to develop advanced problem-solving skills.
8 . . . communicate your course goals and requirements to students and their parents.
9 . . . develop fair criteria for course grades and explain these to students/parents.
10 . . . help students realize connections between your subject and life beyond school.
11 . . . encourage/enable pupils to assume increasing responsibility for their learning.
Questions Answered by Graduates of Single Subject Credential Programs

Based on your experience as a 7-12 teacher this year, how valuable or helpful was coursework and fieldwork in your CSU credential program?

Response choices: Very Valuable; Somewhat Valuable; A Little Valuable; or Not Valuable

A. How Valuable or Helpful was CSU Instruction in General Pedagogy?
   1. Instruction in how children and adolescents grow and develop.
   2. Instruction in the implications of human learning and motivation.
   3. Instruction in school purposes, organization, issues and history.
   4. Instruction in methods of classroom teaching and management.
   5. Instruction in the teaching of English language learners (ELL).
   6. Instruction in cultural diversity and multicultural education.
   7. Instruction in teaching students with special learning needs.
   8. Instruction in ways to communicate effectively with parents.
   9. Instruction in ways to reflect on and improve my teaching practices.

B. How Valuable or Helpful Were Fieldwork Assignments in CSU Programs?
   10. Your supervised teaching experiences in K-12 schools.
   11. Your school visits and observations prior to supervised teaching.
   12. Off-campus fieldwork assignments in my reading methods class.
   13. Guidance and assistance provided by field supervisor(s) from the CSU.
   14. Guidance and assistance provided by supervising teacher(s) in K-12 schools.

C. How Valuable or Helpful Was CSU Instruction in 7-12 Subject Pedagogy?
   15. Instruction in ways of teaching English classes in grades 7-12.
   16. Instruction in ways of teaching mathematics classes in grades 7-12.
   17. Instruction in ways of teaching science classes in grades 7-12.
   18. Instruction in ways of teaching history and social studies classes 7-12.
   19. Instruction in ways of teaching foreign language classes in grades 7-12.
   20. Instruction in ways of teaching art, music, drama and/or dance in 7-12.
   21. Instruction in ways of teaching physical education in grades 7-12.
Questions Answered by Graduates of Single Subject Credential Programs

Based on your experience as a 7-12 teacher this year, how valuable or helpful was coursework and fieldwork in your CSU credential program?

Response choices: Very Valuable; Somewhat Valuable; A Little Valuable; or Not Valuable

A. How Valuable was CSU Instruction in California’s Academic Standards?
   1. Instruction in the state’s academic content standards in my subject area.
   2. Instruction in how to establish challenging academic expectations for students.

B. CSU Instruction in the Role of Reading Lessons in Content Classes
   3. Instruction on how reading instruction can add to content classes.
   4. Instruction in how to develop academic vocabulary and writing skills.
   5. Instruction in ways to develop my students’ general language skills.

C. How Valuable or Helpful was CSU Instruction in Education Technology?
   6. Instruction in using computer technology for classroom instruction.
   7. Instruction in helping students use computers for class assignments.
   8. Instruction in computer terminology and operating procedures.
   9. Instruction in ways to use electronic media and educational websites.
  10. Instruction in ways to use software programs for group presentations.

D. How Valuable or Helpful Was CSU Instruction in Inclusive Education?
   11. Instruction in federal and state laws that govern special education.
   12. Instruction in the assessment of students with disabilities.
   13. Instruction in positive behavioral support techniques.
   14. Instruction in adapting instruction for students with disabilities.
   15. Instruction in research-based teaching of students with disabilities.
Program Qualities Evaluated by SS Program Graduates

While you were enrolled in the CSU Credential Program that you finished, how true was each of the following statements about the program?

Response choices: True; Mostly True; Somewhat True; or Not True

1. The program had a sequence of courses and school experiences that addressed the complexities of teaching gradually over time.
2. The program provided an appropriate mixture of theoretical ideas and practical strategies, and I learned about links between them.
3. During the program, I saw evidence that university faculty and administrators worked closely with educators in K-12 schools.
4. At each stage of the teaching credential program, I felt ready to assume a little more responsibility for K-12 student instruction.
5. I taught in at least one school that was a good environment for practice teaching and for reflecting on how I was teaching students.
6. My supervising teacher(s) frequently observed my teaching, met with me and offered suggestions and advice about my teaching.
7. My university supervisor(s) occasionally observed my class, met with me and offered suggestions and advice about my teaching.
8. During supervised teaching, my university-based supervisor and cooperating teacher communicated effectively with each other.
9. Over time, the credential program and its curriculum met my needs as I prepared myself to become a good teacher.
Questions about the Subject-Matter Preparation of English Teachers (7-12)

In Grades 7-12, How Well Did This English Teacher Understand and Know the Following Domains of the California Curriculum in English?

Response choices: Well Prepared; Adequately Prepared; Somewhat Prepared; or Not Prepared

A. Answers Provided by Academic Supervisors of CSU First-Year Teachers
   1. Knowledge & Understanding of Word Analysis and Vocabulary Development
   2. Knowledge & Understanding of Comprehension of Information Materials
   3. Knowledge & Understanding of Literary Response, Analysis and Criticism
   4. Knowledge & Understanding of Writing Strategies (Organization and Revision)
   5. Knowledge & Understanding of Writing Applications (Narration, Exposition, etc.)
   6. Knowledge & Understanding of Written and Oral English Language Conventions
   7. Knowledge & Understanding of Speaking Strategies and Listening Analysis
   8. Knowledge & Understanding of Speaking Applications (Description, Persuasion)

B. Answers Provided by CSU First-Year Teachers of English with SS Credentials
   9. Knowledge & Understanding of Word Analysis and Vocabulary Development
   10. Knowledge & Understanding of Comprehension of Information Materials
   11. Knowledge & Understanding of Literary Response, Analysis and Criticism
   12. Knowledge & Understanding of Writing Strategies (Organization and Revision)
   13. Knowledge & Understanding of Writing Applications (Narration, Exposition, etc.)
   14. Knowledge & Understanding of Written and Oral English Language Conventions
   15. Knowledge & Understanding of Speaking Strategies and Listening Analysis
   16. Knowledge & Understanding of Speaking Applications (Description, Persuasion)

C. CSU Teachers of English Assess the Value of CSU Preparation in . . .
   17. Value of CSU Instruction in Word Analysis and Vocabulary Development
   18. Value of CSU Instruction in Comprehension of Information Materials
   19. Value of CSU Instruction in Literary Response, Analysis and Criticism
   20. Value of CSU Instruction in Writing Strategies (Organization and Revision)
   21. Value of CSU Instruction in Writing Applications (Narration, Exposition, etc.)
   22. Value of CSU Instruction in Written and Oral English Language Conventions
   23. Value of CSU Instruction in Speaking Strategies and Listening Analysis
   24. Value of CSU Instruction in Speaking Applications (Description, Persuasion)
Questions about the Subject-Matter Preparation of Math Teachers (7-12)

In Grades 7-12, How Well Did This Mathematics Teacher Understand and Know the Following Domains of the California Curriculum in Math?

Response choices: Well Prepared; Adequately Prepared; Somewhat Prepared; or Not Prepared

A. Answers Provided by Academic Supervisors of CSU First-Year Teachers
   1. Knowledge and Understanding of Algebra I Content that I Taught This Year
   2. Knowledge and Understanding of Geometry Content that I Taught This Year
   3. Knowledge and Understanding of Algebra II Content that I Taught This Year
   4. Knowledge and Understanding of Probability and Statistics Content I Taught
   5. Knowledge and Understanding of Trigonometry Content that I Taught
   6. Knowledge and Understanding of Linear Algebra Content that I Taught
   7. Knowledge and Understanding of Mathematical Analysis that I Taught
   8. Knowledge and Understanding of Calculus Content that I Taught This Year

B. Answers Provided by CSU First-Year Teachers of Math with SS Credentials
   9. Knowledge and Understanding of Algebra I Content that I Taught This Year
   10. Knowledge and Understanding of Geometry Content that I Taught This Year
   11. Knowledge and Understanding of Algebra II Content that I Taught This Year
   12. Knowledge and Understanding of Probability and Statistics Content I Taught
   13. Knowledge and Understanding of Trigonometry Content that I Taught
   14. Knowledge and Understanding of Linear Algebra Content that I Taught
   15. Knowledge and Understanding of Mathematical Analysis that I Taught
   16. Knowledge and Understanding of Calculus Content that I Taught This Year

C. CSU Teachers of Mathematics Assess the Value of CSU Preparation in . . .
   17. Value of CSU Courses in the Material that I Taught in Algebra I This Year
   18. Value of CSU Courses in the Material that I Taught in Geometry This Year
   19. Value of CSU Courses in the Material that I Taught in Algebra II This Year
   20. Value of CSU Courses in the Material that I Taught in Probability & Statistics
   21. Value of CSU Courses in the Material that I Taught in Trigonometry This Year
   22. Value of CSU Courses in the Material that I Taught in Linear Algebra
   23. Value of CSU Courses in the Material that I Taught in Mathematical Analysis
   24. Value of CSU Courses in the Material that I Taught in Calculus This Year
Questions about the Subject Matter Preparation of Science Teachers (7-12)

In Grades 7-12, How Well Did This Science Teacher Understand and Know the Following Domains of the California Curriculum in Science?

Response choices: Well Prepared; Adequately Prepared; Somewhat Prepared; or Not Prepared

A. Answers Provided by Academic Supervisors of CSU First-Year Teachers
   1. Knowledge and Understanding of Content that I Taught in Life Science (7-12)
   2. Knowledge and Understanding of Content that I Taught in Chemistry (7-12)
   3. Knowledge and Understanding of Content that I Taught in Physics (7-12)
   4. Knowledge and Understanding of Content I Taught in Earth Science (7-12)
   5. Knowledge and Understanding of Investigation Methods Used in Grades 7-12
   6. Knowledge and Understanding of the Logic of Science Taught in Grades 7-12
   7. Knowledge and Understanding of Social Issues in Science Taught in 7-12
   8. Knowledge and Understanding of Disciplinary Connections Across Sciences

B. Answers Provided by CSU First-Year Teachers of Science with SS Credentials
   9. Knowledge and Understanding of Content that I Taught in Life Science (7-12)
   10. Knowledge and Understanding of Content that I Taught in Chemistry (7-12)
   11. Knowledge and Understanding of Content that I Taught in Physics (7-12)
   12. Knowledge and Understanding of Content I Taught in Earth Science (7-12)
   13. Knowledge and Understanding of Investigation Methods Used in Grades 7-12
   14. Knowledge and Understanding of the Logic of Science Taught in Grades 7-12
   15. Knowledge and Understanding of Social Issues in Science Taught in 7-12
   16. Knowledge and Understanding of Disciplinary Connections Across Sciences

C. CSU Teachers of Science Assess the Value of CSU Preparation in . . .
   17. Value of CSU Courses in the Content that I Taught in Life Science This Year
   18. Value of CSU Courses in the Content that I Taught in Chemistry This Year
   19. Value of CSU Courses in the Content that I Taught in Physics This Year
   20. Value of CSU Courses in the Content that I Taught in Earth Science This Year
   21. Value of CSU Instruction in Scientific Experimentation and Investigation
   22. Value of CSU Instruction in Issues Related to Science, Technology & Society
   23. Value of CSU Instruction in How to Reach Sound Conclusions from Evidence
   24. Value of CSU Instruction in Inter-Relationships among Science Disciplines
Questions about the Subject-Matter Preparation of History Teachers (7-12)

In Grades 7-12, How Well Did This History Teacher Understand and Know the Following Domains of the California Curriculum in History?

Response choices: Well Prepared; Adequately Prepared; Somewhat Prepared; or Not Prepared

A. Answers Provided by Academic Supervisors of CSU First-Year Teachers
   1. Knowledge and Understanding of World History: Medieval & Modern Times
   2. Knowledge and Understanding of United States History Through 19th Century
   3. Knowledge and Understanding of World History: 18th Century to the Present
   4. Knowledge and Understanding of United States History in the 20th Century
   5. Knowledge and Understanding of Principles of Government & U.S. Democracy
   6. Knowledge and Understanding of Principles of Economics & the U.S. System
   7. Knowledge and Understanding of Using Primary Sources in History Research
   8. Knowledge and Understanding of Geographic Thinking and Interpretation

B. Answers Provided by CSU First-Year Teachers of History with SS Credentials
   9. Knowledge and Understanding of World History: Medieval & Modern Times
   10. Knowledge and Understanding of United States History Through 19th Century
   11. Knowledge and Understanding of World History: 18th Century to the Present
   12. Knowledge and Understanding of United States History in the 20th Century
   14. Knowledge and Understanding of Principles of Economics & the U.S. System
   15. Knowledge and Understanding of Using Primary Sources in History Research
   16. Knowledge and Understanding of Geographic Thinking and Interpretation

C. CSU Teachers of History Assess the Value of CSU Preparation in . . .
   17. Value of CSU Courses in the History of Medieval-Modern Times in the World
   18. Value of CSU Courses in the History of the U.S. Through the 19th Century
   19. Value of CSU Courses in World History from the 18th Century to the Present
   20. Value of CSU Courses in the History of the United States in the 20th Century
   22. Value of CSU Courses in Principles of Economics and the American System
   23. Value of CSU Courses in Methods of History Research and Uses of Evidence
   24. Value of CSU Courses in Historical and Geographic Thinking & Interpretation
Evaluation Questions Answered by the 7-12 Employment Supervisors of Teaching Graduates of CSU Single Subject Credential Programs

Based on your observations of and conferences with this teacher (who was named in the survey), please assess how well s/he was prepared to . . .

Response choices: Well Prepared; Adequately Prepared; Somewhat Prepared; or Not Prepared

1. . . . know and understand the subjects of the curriculum at her/his grade level.
2. . . . organize and manage a class or a group of pupils for instructional activities.
3. . . . organize and manage student behavior and discipline satisfactorily.
4. . . . prepare lesson plans and make prior arrangements for class activities.
5. . . . use an effective mix of teaching strategies and instructional activities.
6. . . . meet the instructional needs of students who are English language learners.
7. . . . meet the instructional needs of students from diverse cultural backgrounds.
8. . . . meet the instructional needs of students with special learning needs.
9. . . . communicate effectively with the parents or guardians of his/her students.
10. . . . maintain positive rapport and foster students' motivation and excitement.
11. . . . think about problems that occur in teaching and try out various solutions.
12. . . . understand adolescent growth, human learning and the purposes of schools.
13. . . . understand how personal, family & community conditions may affect learning.
14. . . . learn about students’ interests and motivations, and how to teach accordingly.
15. . . . get students involved in engaging activities and to sustain on-task behavior.
16. . . . use computer-based applications to help students learn curriculum subjects.
17. . . . use computer-based technology in class activities and to keep class records.
18. . . . monitor student progress by using formal and informal assessment methods.
19. . . . assess pupil progress by analyzing a variety of evidence including test scores.
20. . . . assist individual students in areas of their instructional needs in reading/math.
21. . . . adjust teaching strategies so all pupils have chances to understand and learn.
22. . . . adhere to principles of educational equity in the teaching of all students.
23. . . . use class time efficiently by relying on daily routines and planned transitions.
24. . . . know about resources in the school & community for at-risk students/families.
Evaluation Questions Answered in 2012 by the Employment Supervisors of 7-12 Teaching Graduates of CSU Single Subject Credential Programs

Based on your observations of and conferences with this teacher (who was named in the survey), please assess how well s/he was prepared to . . .

Response choices: Well Prepared; Adequately Prepared; Somewhat Prepared; or Not Prepared

A. General Preparation for Teaching Major Subjects in Grades 7-12
   1 . . . teach her/his primary subject according to State Academic Content Standards.
   2 . . . use textbooks and other materials aligned with State Content Standards.
   3 . . . contribute to students’ reading skills including vocabulary & comprehension.
   4 . . . recognize adolescence as a period of pressure for students to be like peers.
   5 . . . anticipate and address the needs of students who are at-risk of dropping out.
   6 . . . establish academic expectations that are intellectually challenging.
   7 . . . communicate course goals and requirements to students and their parents.
   8 . . . develop fair criteria for course grades and explain these to students/parents.
Evaluation Questions Answered by the Employment Supervisors of 7-12 Teaching Graduates of CSU Single Subject Credential Programs

Based on your observations of and conferences with this teacher (who was named in the survey), please assess how well s/he was prepared to . . .

Response choices: Well Prepared; Adequately Prepared; Somewhat Prepared; or Not Prepared

A. Specific Preparation to Increase Reading Skills in Content Classes (7-12)
   1 . . . understand how reading lessons can make content-based classes more effective.
   2 . . . develop academic vocabulary and writing skills in content-based classes.
   3 . . . draw on students’ experiences to motivate them to learn reading/writing skills.

B. Specific Preparation to Use Education Technology for Instruction
   4 . . . to understand terminology and procedures for computer hardware/software.
   5 . . . use electronic media and educational websites during classroom instruction.
   6 . . use software programs and media presentations during classroom instruction.
Questions about the Subject-Matter Preparation of English Teachers (7-12)

In Grades 7-12, How Well Did This English Teacher Understand and Know the Following Domains of the California Curriculum in English?

Response choices: Well Prepared; Adequately Prepared; Somewhat Prepared; or Not Prepared

A. Answers Provided by Academic Supervisors of CSU First-Year Teachers
   1. Knowledge & Understanding of Word Analysis and Vocabulary Development
   2. Knowledge & Understanding of Comprehension of Information Materials
   3. Knowledge & Understanding of Literary Response, Analysis and Criticism
   4. Knowledge & Understanding of Writing Strategies (Organization and Revision)
   5. Knowledge & Understanding of Writing Applications (Narration, Exposition, etc.)
   6. Knowledge & Understanding of Written and Oral English Language Conventions
   7. Knowledge & Understanding of Speaking Strategies and Listening Analysis
   8. Knowledge & Understanding of Speaking Applications (Description, Persuasion)

B. Answers Provided by CSU First-Year Teachers of English with SS Credentials
   9. Knowledge & Understanding of Word Analysis and Vocabulary Development
   10. Knowledge & Understanding of Comprehension of Information Materials
   11. Knowledge & Understanding of Literary Response, Analysis and Criticism
   12. Knowledge & Understanding of Writing Strategies (Organization and Revision)
   13. Knowledge & Understanding of Writing Applications (Narration, Exposition, etc.)
   14. Knowledge & Understanding of Written and Oral English Language Conventions
   15. Knowledge & Understanding of Speaking Strategies and Listening Analysis
   16. Knowledge & Understanding of Speaking Applications (Description, Persuasion)

C. CSU Teachers of English Assess the Value of CSU Preparation in . . .
   17. Value of CSU Instruction in Word Analysis and Vocabulary Development
   18. Value of CSU Instruction in Comprehension of Information Materials
   19. Value of CSU Instruction in Literary Response, Analysis and Criticism
   20. Value of CSU Instruction in Writing Strategies (Organization and Revision)
   21. Value of CSU Instruction in Writing Applications (Narration, Exposition, etc.)
   22. Value of CSU Instruction in Written and Oral English Language Conventions
   23. Value of CSU Instruction in Speaking Strategies and Listening Analysis
   24. Value of CSU Instruction in Speaking Applications (Description, Persuasion)
Questions about the Subject-Matter Preparation of Math Teachers (7-12)

In Grades 7-12, How Well Did This Mathematics Teacher Understand and Know the Following Domains of the California Curriculum in Math?

Response choices: Well Prepared; Adequately Prepared; Somewhat Prepared; or Not Prepared

A. Answers Provided by Academic Supervisors of CSU First-Year Teachers
   1. Knowledge and Understanding of Algebra I Content that I Taught This Year
   2. Knowledge and Understanding of Geometry Content that I Taught This Year
   3. Knowledge and Understanding of Algebra II Content that I Taught This Year
   4. Knowledge and Understanding of Probability and Statistics Content I Taught
   5. Knowledge and Understanding of Trigonometry Content that I Taught
   6. Knowledge and Understanding of Linear Algebra Content that I Taught
   7. Knowledge and Understanding of Mathematical Analysis that I Taught
   8. Knowledge and Understanding of Calculus Content that I Taught This Year

B. Answers Provided by CSU First-Year Teachers of Math with SS Credentials
   9. Knowledge and Understanding of Algebra I Content that I Taught This Year
   10. Knowledge and Understanding of Geometry Content that I Taught This Year
   11. Knowledge and Understanding of Algebra II Content that I Taught This Year
   12. Knowledge and Understanding of Probability and Statistics Content I Taught
   13. Knowledge and Understanding of Trigonometry Content that I Taught
   14. Knowledge and Understanding of Linear Algebra Content that I Taught
   15. Knowledge and Understanding of Mathematical Analysis that I Taught
   16. Knowledge and Understanding of Calculus Content that I Taught This Year

C. CSU Teachers of Mathematics Assess the Value of CSU Preparation in . . .
   17. Value of CSU Courses in the Material that I Taught in Algebra I This Year
   18. Value of CSU Courses in the Material that I Taught in Geometry This Year
   19. Value of CSU Courses in the Material that I Taught in Algebra II This Year
   20. Value of CSU Courses in the Material that I Taught in Probability & Statistics
   21. Value of CSU Courses in the Material that I Taught in Trigonometry This Year
   22. Value of CSU Courses in the Material that I Taught in Linear Algebra
   23. Value of CSU Courses in the Material that I Taught in Mathematical Analysis
   24. Value of CSU Courses in the Material that I Taught in Calculus This Year
Questions about the Subject Matter Preparation of Science Teachers (7-12)

In Grades 7-12, How Well Did This Science Teacher Understand and Know the Following Domains of the California Curriculum in Science?

Response choices: Well Prepared; Adequately Prepared; Somewhat Prepared; or Not Prepared

A. Answers Provided by Academic Supervisors of CSU First-Year Teachers
   1. Knowledge and Understanding of Content that I Taught in Life Science (7-12)
   2. Knowledge and Understanding of Content that I Taught in Chemistry (7-12)
   3. Knowledge and Understanding of Content that I Taught in Physics (7-12)
   4. Knowledge and Understanding of Content I Taught in Earth Science (7-12)
   5. Knowledge and Understanding of Investigation Methods Used in Grades 7-12
   6. Knowledge and Understanding of the Logic of Science Taught in Grades 7-12
   7. Knowledge and Understanding of Social Issues in Science Taught in 7-12
   8. Knowledge and Understanding of Disciplinary Connections Across Sciences

B. Answers Provided by CSU First-Year Teachers of Science with SS Credentials
   9. Knowledge and Understanding of Content that I Taught in Life Science (7-12)
   10. Knowledge and Understanding of Content that I Taught in Chemistry (7-12)
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   19. Value of CSU Courses in the Content that I Taught in Physics This Year
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   23. Value of CSU Instruction in How to Reach Sound Conclusions from Evidence
   24. Value of CSU Instruction in Inter-Relationships among Science Disciplines
Questions about the Subject-Matter Preparation of History Teachers (7-12)

In Grades 7-12, How Well Did This History Teacher Understand and Know the Following Domains of the California Curriculum in History?

Response choices: Well Prepared; Adequately Prepared; Somewhat Prepared; or Not Prepared

A. Answers Provided by Academic Supervisors of CSU First-Year Teachers
1. Knowledge and Understanding of World History: Medieval & Modern Times
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3. Knowledge and Understanding of World History: 18th Century to the Present
4. Knowledge and Understanding of United States History in the 20th Century
5. Knowledge and Understanding of Principles of Government & U.S. Democracy
6. Knowledge and Understanding of Principles of Economics & the U.S. System
7. Knowledge and Understanding of Using Primary Sources in History Research
8. Knowledge and Understanding of Geographic Thinking and Interpretation

B. Answers Provided by CSU First-Year Teachers of History with SS Credentials
9. Knowledge and Understanding of World History: Medieval & Modern Times
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24. Value of CSU Courses in Historical and Geographic Thinking & Interpretation
Assessor Feedback Form

Assessor:

Semester:

Task:

<table>
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<th>Total Tasks Scored</th>
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<tr>
<td>• 0's awarded</td>
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<tr>
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<td>• 2's awarded</td>
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<th># Double Scored Tasks</th>
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<td># DS tasks awarded the same score</td>
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<td># DS tasks reconciled</td>
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<tr>
<td># DS tasks awarded the original score</td>
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</tr>
<tr>
<td># DS tasks overturned</td>
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</table>
## Signature Assignments for Single Subject Credential Program

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Description</th>
<th>Assessment Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>304</td>
<td>Digital Teacher Site</td>
<td>Candidates develop a teacher wiki site that includes a Home Page and six subpages. Subpages include information on Classroom Rules and Policies, Description of Content Area, Class Calendar and Assignments, Digital Interactives, Useful Links, and Internet Use.</td>
<td>• EDSC 304 Teacher Site Scoring Guide</td>
</tr>
</tbody>
</table>
| 310    | Digital Unit Plan      | Using the EDSC 304 Digital Unit Plan Template, candidates develop a digital unit plan that is housed on a wiki. The assignment focuses on the use of technology to improve teaching and learning and is completed over the course of the semester. Components include identification of digital resources; an assessment map and summary with at least one (each) developed formative assessment and summative assessment; and three lessons in which digital tools are used by the teacher and students. | • EDSC 304 Digital Unit Plan Template  
• EDSC 304 Digital Unit Plan Scoring Guide                                              |
| 310    | Fieldwork Observation Reports | Candidates complete two Fieldwork Observation Reports where they describe specific features of the classroom environment and daily lessons, and reflect on relationships between what they observed and the Teaching Performance Expectations and theories of learning. | • EDSC 310 Fieldwork Observation Format and Scoring Guide                              |
| 310    | Philosophy of Education| Candidates compose a personal philosophy of education where they reflect on the purpose of education, the role of the student in education, the role of the teacher in education, and the role of the teacher in the community. | • EDSC 310 Philosophy of Education Assignment                                           |
| 310    | School Accountability Newsletter | Candidates gather and evaluate school performance data pulled from state and federal accountability measures (API and AYP) for a local school and use the data to create a mock School Accountability Newsletter. | • EDSC 310 School Accountability Newsletter Assignment  
• EDSC 310 School Accountability Newsletter Rubric                                        |
| 320    | Health and Safety Webliography | Candidates gather and annotate web-based and community resources that provide information and guidance on issues of adolescent health and safety. | • EDSC 304 Health and Safety Webliography Assignment and Scoring Guide                  |
| 330    | Literacy Project       | Using the EDSC Lesson Plan Format, candidates develop a lesson that includes activities that support the literacy development of students through the integration of literacy into the content areas with a focus on differentiated instruction and assessment. | • EDSC Lesson Plan Format  
• EDSC 330 Literacy Project Guidelines  
• EDSC 330 Literacy Project Grading Criteria                                              |
<p>| 330    | Mock Interview Question| Candidates compose an essay response to mock interview questions relating to how to address the literacy needs of various student populations, including striving readers, second language learners, and reluctant readers. | • EDSC 330 Mock Interview Question Assignment and Rubric                                |
| 340 | Plan for Supporting Students with | In small groups, candidates develop and deliver a presentation on effective teaching and classroom management strategies for students with learning and physical disabilities. | EDSC 340 Plan for Supporting Students with Special Needs Assignment Directions and Rubric |</p>
<table>
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<tr>
<td>410</td>
<td>EL Internet Search</td>
<td>Candidates complete a Webercise on how to engage and support English Learners.</td>
<td>• EDSC 410 EL Internet Search Assignment Directions</td>
</tr>
<tr>
<td></td>
<td>TV Project</td>
<td>Candidates view a foreign television program for one hour and analyze the experience in terms of teaching/assisting English language learners.</td>
<td>• EDSC 410 TV Project Assignment Directions</td>
</tr>
<tr>
<td>440S</td>
<td>Lesson Plan</td>
<td>Using the EDSC Lesson Plan Format, candidates develop a complete lesson plan. The lesson plan format includes identification of California content and common core standards; academic objectives; use of technology, lesson introduction, body, and closure; adaptations; assessment strategies; and reflection. Candidates also develop accompanying instructional materials.</td>
<td>• EDSC Lesson Plan Format • EDSC Lesson Plan Rubric</td>
</tr>
<tr>
<td></td>
<td>Assessment Plan</td>
<td>Using the EDSC Assessment Plan Format, candidates develop a unit assessment plan that identifies the formative and summative assessments, purposes, implementation, and means of providing student feedback and informing instruction. Candidates also develop at least one entry-level, progress monitoring, and summative assessment to accompany the plan.</td>
<td>• EDSC Assessment Plan Format • EDSC Assessment Plan Scoring Guide</td>
</tr>
<tr>
<td></td>
<td>Classroom Management Plan</td>
<td>Candidates develop a classroom management plan that has two major purposes: (1) to identify to students and family members the rules and routines of the classroom and what will happen if those rules are broken; and (2) support the candidate’s ability to be fair and impartial in your interactions. Classroom Management materials include a poster of class rules, student behavior and attendance policies, grading policies, classroom procedures and routines, and a letter to parents with general information and a student/family communication plan.</td>
<td>• EDSC Classroom Management Plan, Class Rules, and Letter to Parents Requirements and Checklist</td>
</tr>
<tr>
<td>442</td>
<td>Lesson and Unit Plans</td>
<td>Candidates develop lessons and unit plans. Plans are written in in either the EDSC Lesson Plan Format or a discipline-specific format and include all elements of the EDSC Lesson Plan Format as well as discipline-specific requirements.</td>
<td>• EDSC Lesson Plan Format • EDSC Lesson Plan Rubric • EDSC Weekly Unit Plan Format</td>
</tr>
<tr>
<td>449S</td>
<td>Weekly Lesson Plans</td>
<td>Candidates are required to prepare and submit weekly lesson plans. Plans are written in either the EDSC Weekly Unit Plan Format or a discipline-specific format.</td>
<td>• EDSC Weekly Unit Plan Format</td>
</tr>
</tbody>
</table>
### SINGLE SUBJECT CREDENTIAL PROGRAM
TEACHING PERFORMANCE ASSESSMENT RESULTS
AND INDIVIDUAL INDUCTION PLAN

<table>
<thead>
<tr>
<th>Teacher Candidate</th>
<th>CWID</th>
<th>Subject Area</th>
<th>Date</th>
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### TEACHING PERFORMANCE ASSESSMENT (CalTPA) RESULTS

- Subject-Specific Pedagogy (SSP)
- Designing Instruction (DI)
- Assessing Learning (AL)
- Culminating Teaching Experience (CTE)

<table>
<thead>
<tr>
<th>Signature of CalTPA Assessment Coordinator</th>
<th>Date</th>
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### INDUCTION PLAN

**Teaching Strengths**: Based on evidence gathered during your year of student teaching, what 2-4 TPE elements describe your strengths as a teacher. Please be sure to identify the element, the TPE, and the appropriate CSTP.

**Growth Goal**: Select at least one CSTP standard and element on which you will focus as a beginning teacher. Based on that standard and element, identify at least one professional growth goal.

1. 
2. 

**Student Outcomes**: Based on your CSTP growth goal, identify 1-3 measurable student outcomes that should occur:

1. 
2. 
3. 

**Development Plan**: Identify specific actions, evidence, and a timeline for achieving your goals.

<table>
<thead>
<tr>
<th>Start Date</th>
<th>Action</th>
<th>Evidence of Achievement</th>
<th>Completion Date</th>
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<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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</table>

**Resources**: Identify what specific resources you will need to achieve your goals.

<table>
<thead>
<tr>
<th>Signature of Teacher Candidate</th>
<th>Date</th>
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</table>
Standards for Continued Participation in Credential Programs

At California State University, Fullerton

Policy One

Revised March, 2012

The credential programs endeavor to admit only candidates who have demonstrated through the application process that they possess the important characteristics necessary to be successful educators:

- Respect for all individuals enriched by an understanding of culture and diversity
- Commitment to working collaboratively
- Commitment to lifelong learning
- Wide constellation of knowledge and skills
- Ethical character demonstrated by
  - Having integrity, and being trustworthy, honest, courteous, open minded, and by treating others fairly and impartially.

Candidates are required to demonstrate professional behavior in all aspects of their participation in the credential program. Candidates are expected to be knowledgeable about and adhere to the professional standards for their field of teaching, as well as University standards outlined in the Schedule of Classes and Catalog, especially the sections on Student Conduct, Graduate Admission, and Academic Dishonesty, and student outcomes as described in the Education Unit’s Conceptual Framework. Individuals who are accepted for admission to a credential program become credential candidates and are responsible for meeting the high standards of personal conduct expected of professional educators. Candidates’ continued participation in credential programs at Cal State Fullerton is dependent upon their ability to adhere to professional standards as assessed within each credential program.

In order to continue to participate in a Credential Program and related Master’s Program (if there is one) you must:

- Behave in an honest and forthright manner.
- Follow standard scholarly practice in giving credit to sources used in assignments.
- Follow directions of University instructors, supervisors, and fieldwork and student teaching mentors such as master teachers.
- Behave in a manner expected of professional educators.
- Cooperate and collaborate with fellow candidates on projects and assignments.
- Maintain successful academic progress by passing all classes and maintaining at least a 3.0 grade point average. No classes for which grades of D or F were assigned will be used to meet credential requirements. In credit/no credit classes students must achieve a final grade of 80% or better to receive credit.

Credential candidates will be considered for removal from the program if they:
• Exhibit academic dishonesty as defined by the University Catalog
• Exhibit inappropriate student conduct as defined by the University Catalog
• Exhibit unacceptable academic, field, pedagogical, and/or clinical performance behaviors
• Fail to meet the standards set by the Commission on Teacher Credentialing
• Fail to behave according to the standards of the profession, public schools, university, department and/or program
• Fail to demonstrate credentialing competencies
Procedures to be followed by departments to remove a student from a credential program:

1. The process to remove a candidate from a credential program in accordance with written department or program policies can be initiated by a program coordinator or department chair after consultation with the appropriate faculty member(s). This process will be handled through the department within which the program is housed in the College of Education. For Single Subject credential programs, this is the Department of Secondary Education.

2. If a department is considering removing a candidate from the program, the student will be notified in writing of the specific reasons. The written notice can be provided in person or by registered mail. A copy of the document will be provided to the Associate Dean, College of Education. In the event the Associate Dean is not available, the Assistant Dean of the College of Education will serve in place of the Associate Dean in all matters regarding the appeal process.

3. Students who have been removed from a credential program will receive: (1) No Credit (NC) for credit/no credit courses or (2) a Withdrawal Unauthorized (WU) for graded courses for those courses in which the student has been removed or has yet to complete as part of the program. Poor academic performance is not evidence of a serious and compelling reason for withdrawal. (See UPS 300.016 and 300.018). Students should consult the Department Chair or Program Coordinator for specific withdrawal procedures.

Appeal procedures

1. Students who wish to appeal to remain in the program must do so within 10 academic workdays of notification, using the Request to Appeal form provided with the notice that must be submitted to the Associate Dean, College of Education. An academic workday is defined as the days campus is open excluding weekends or campus holidays (e.g. days campus is closed).

2. The Associate Dean will appoint one member of the Credential Programs committee and two members of the tenured Education faculty who are not from the program in which the candidate is enrolled to serve as an Appeals Board.

3. Within five academic workdays of receipt of a Request to Appeal form, the Associate Dean, College of Education will notify (by registered mail or in person) the student appealing of the date and time of the Appeal Board meeting.

4. The Appeals Board will hold a meeting to consider the candidate’s appeal within 6-10 academic workdays of the receipt of the appeal by the Associate Dean, College of Education.

5. The Candidate may make a written and/or oral presentation to the Appeals Board. Every effort should be made to provide written materials to the Associate Dean, College of Education prior to the meeting.

6. The Department Chair and/or Program Coordinator may also make a written and/or oral presentation to the Appeals Board.

7. Only the members of the Appeals Board and possibly legal staff of the University will be present when the board deliberates about their decision.

8. Within three academic workdays of the board meeting, the Appeals Board will provide the Department Chair, Program Coordinator, Associate Dean, College of Education, and the Candidate a written decision either upholding the dismissal of the student from the credential program or continuing her/his participation in the program.

9. The candidate may meet with the Associate Dean, College of Education to present any concerns the candidate may have that the due process procedures outlined in this document were not followed. The Associate Dean, College of Education has the power to appoint a second Appeals Board if the outlined procedures were not followed.

10. The decision of the Appeals Board is final.

11. The Appeals Board may recommend to the Associate Dean, College of Education that the Commission on Teacher Credentialing be notified of very serious lapses in professional behavior.

12. In the event that a student’s appeal is upheld, the Department will work with the student to determine the next steps to program re-entry.
California State University, Fullerton

COLLEGE OF EDUCATION

Notification of Removal from Credential Program

Name of candidate______________________________________   Date_____________

CWID______________________________     Credential Program_____________________

You have been removed from the credential program for the following reason(s)/behavior(s):

☐ You exhibited academic dishonesty as defined by the University Catalog.
☐ You exhibited inappropriate student conduct as defined by the University Catalog.
☐ You exhibited unacceptable academic, field, pedagogical, and/or clinical performance.
☐ You failed to meet the standards set by the Commission on Teacher Credentialing.
☐ You failed to behave according to the standards of the profession, public schools, university, department and/or program.
☐ You failed to demonstrate credentialing competencies.

The specific reason(s) for removal are:

Previous meetings and/or notifications of needs for improvement:
Please note that the attached Standards for Continued Participation in Credential Programs include candidate appeal procedures.

Dept. Chair ___________________________________________ Date __________

Program Coord. _________________________________________ Date __________
(If one is appointed.)

Copy to Associate Dean, College of Education on ___/___/___

Date Stamp from College of Ed.

Give the student a copy of the stamped form.
California State University, Fullerton

COLLEGE OF EDUCATION

Request to Appeal Form

All parts of this form must be completed. The form must be received by the Associate Dean, College of Education (CP500, CSUF, PO Box 6868, Fullerton, CA 92834) within 10 academic workdays of the date appearing on the notification of removal from the program. (Please word process, type or legibly print the required information. If you need additional space to complete your answers, please continue on separate, attached pages.)

Your full name_________________________ ID#________________________

Credential Program_____________________________________________________________

Your Mailing Address___________________________________________________________

Your City______________________________ ZIP________________

Your e-mail______________________@__________ Your home phone (_____)____-_________

1. Explain the basis of your appeal and why you believe that your removal is unjustified.
2. How are you delivering this notice to the Associate Dean, College of Education? (It is in your best interest to deliver this appeal in person to the Office of the Associate Dean, College of Education.)

- By hand to the office
- By US mail

Attach a copy of the notification of your removal from the program to this appeal form.

Your signature ____________________________ Date __________
California State University, Fullerton

COLLEGE OF EDUCATION

Verification of In-person Delivery of Documents

Type of document:

☐ Notification of Removal from Program
☐ Request to Appeal
☐ Notification of date and time of Appeal Board Meeting
☐ Appeal Board Decision

Document delivered to:_________________________________________

Location of delivery:____________________________________________

Day of delivery:___________ Date of delivery:_____________

Affirmed by:         _____________________________________

_____________________________________
TPA 1/ Subject Specific Pedagogy/What do Candidates need?
All information is provided. There are multiple versions of this task. Candidates respond to the version appropriate to the credential they are seeking. They will respond to four case studies addressing subject-specific and developmentally appropriate pedagogy, assessment practices and adaptations for English Learners and students with special needs.

TPA 2/Designing Instruction/What do Candidates need?
Candidates need one class with two focus students; one student must be an English Learner and one student must have a special instructional challenge. Both focus students must be in the same class.

EL: For purposes of all TPA work, the English Learner should have a recent CELDT score that falls within the lower to mid-range of English proficiency. A range of Beginning EL through Intermediate works best. Redesignated (FEP) students do not qualify as an EL for TPA assignments.

Special Instructional Challenge: What is a special instructional challenge? This is flexible but here are some challenges that qualify; a struggling reader, a short attention span, high achieving or a health consideration.

No student work samples are required for TPA 2.

TPA 3/Assessing Learning/What do Candidates Need?
Candidates need a class that was not used for TPA 2 and two focus students who were not selected as focus students for TPA 2. One focus student must be an EL and the other focus student must have an IDENTIFIED special need; a student who is designated “gifted,” “talented,” has a 504 plan or an IEP. Focus students must be in the same class.

Candidates will also submit five samples of student work for this TPA. The student work will be the assessment the students complete.

TPA 4
Culminating Teaching Experience/What do Candidates Need?
Candidates need a class that was not used for TPA 2 or TPA 3 and two focus students who were not selected as focus students for TPA 2 or 3. Requirements for focus students are exactly like those listed above in TPA 2. An English Learner and a student with a special instructional challenge are needed. Again, focus students must be in the same class.

For TPA 4, candidates must film/submit a twenty minute teaching demonstration. They will also submit permission slips for everyone who appears on the recording, five student work samples and a map of their classroom.

NOTE: For the content area of World Languages, the EL focus student requirement is waived for TPA 2, 3 and 4. Candidates substitute an additional focus student who has special instructional challenges.

Marilyn Leuer, CSUF, Secondary Education, TPA Coordinator
Comparison Record of Evidence

"Designing Instruction"

Date: 12/19/2013 09:20:56 PM (PDT)
Candidate: [Redacted]

CalTTPA Record of Evidence - Designing Instruction

- Grade: 8
- Content Area: Foundational Level General Science
- Subject Matter: Chemistry
- GS (Establishing Goals/Standards):
  - Evidence:
    - K-12 SACS listed for 3b and 5a. combining elements, chemical properties
    - Ch. 5 from text. Elements form compounds.
    - Includes labs.
    - Chemical reactions both chemical and physical properties
  - Interpretation of Evidence:
    - Standards listed, although minimal for a unit
    - Brief description of unit and vague goals but purposefully connected to the standards.

- LAS (Learning About Students):
  - Evidence:
    - FS1: Tries hard. CELDT scores are below average. Speaks Chinese at home. Can keep up with tasks that do not require syntax or full sentences. "Familiar with science in general". Able to fall along with lessons.
  - Interpretation of Evidence:
    - Appropriate methods for learning about students, explains why and gives some examples as to how to use the info. Some statements are general. Mentions state testing, but not by name. No mention of grades, Cum files, previous teachers, or IEP / 504.
    - Info for both focus students is vague. Little use of evidence and statements are not specific. So such thing as an average CELDT score. No CST or grades. No specific description of student abilities in the content area. No description of FS2 need for resource or specific learning needs.
    - Little to no connections to the academic instructional planning.

- PFI (Planning for Instruction):
  - Evidence:
    - Same standards for the unit as the lesson.
    - Same goals for lesson as the unit.
    - Goals encourage students to determine there are chemical changes.
    - Should know basic compounds. Know compounds are a combination of elements.
  - Interpretation of Evidence:
    - Does not demonstrate an understanding for the difference between a unit and a lesson.
    - Does not identify what SS are able to do
    - Clearly and appropriately describes preceding and subsequent lessons as well as possible difficulties and evidence.
previous learned about elements and their properties. Learned about atoms and properties. Subsequent, will learn about mixtures, and how different when compounds.

- possible difficulties: Can not always see a chemical change. Some can be similar. Difficulty with vocabulary.

- Evidence includes: taking notes, lab, worksheet.

MA (Making Adaptations):

Evidence

- FS1: Wok will not require as much detail. "Will receive more instruction". Before lesson, translation of the learning goals. "given a chance to decide whether or not she wants to decide". Will receive partial notes, only has to fill in the blanks. "Find the definition of the key words in Chinese"
- FS2: Extra instruction, fill in the blank notes.

Interpretation of Evidence

- Some adaptations are identified (fill in notes). But several statements are general or confusing. Does not clarify what more instruction FS1 will receive. At what point does FS2 define the vocab in Chinese?
- Difficult to determine the appropriateness of the adaptations with the vague student information.

PS (Using Subject-specific Pedagogical Skills):

Evidence

- SS reminded of goals throughout the lesson.
- TC will review homework. Focus on difficult terms and vocabulary. TC gives notes, different chemical bonds. "Use different assessment strategies to obtain an overall level of understanding for the students".
- Lab: Focus on participation. Mix different compounds to find new compounds.

Interpretation of Evidence

- While goals might be reminded throughout lesson, how is communicated to students? Are they explicitly pointed out, or expected to derive the goals from the instructional strategies?
- TC briefly mentions several instructional strategies but the implementation is vague. What key concepts and vocabulary will be reviewed? No description of the lab. No description of the format for taking notes.
- Overall not convincing.

R (Reflecting):

Evidence

- Was able to make some individual considerations. Specific example: the use of the translated vocabulary words for use during the notes as well as the fill in the notes. Seating assignments were determined based on student into

Interpretation of Evidence

- Very detailed and thoughtful.

Summary Statement

There is evidence provided by the teacher candidate for TPE domains addressed in this task.

Please use the field below to complete the above statement.

partial

Score Level

2

Guide
**ROE Abbreviations:**
- A = Assessment
- Art = Artifact
- Desc = Description
- Dec = Documentation
- Evd = Evidence
- F5 (S) = Focus Students(s)
- Instr = Instruction
- K = Knowledge
- K-12 SACS = Student Academic Content Standards
- S(S) = Students(s)
- SW = Student Work
- TC = Teacher Candidate
- Vid = Videotape
- WR = Written Response

**Score Levels:**
- 1 = little or no
- 2 = partial
- 3 = clear
- 4 = clear, consistent, and convincing
"Designing Instruction"

Date: 01/17/2014 (PDT)
Candidate: 

ROE: APU - CalTTPA Record of Evidence - Designing Instruction (Task 2)

☑ Response is required

CalTTPA Record of Evidence - Designing Instruction

☑ Grade:

8

☑ Content Area:

Foundational Level General Science

☑ Subject Matter:

Chemistry

☑ GS (Establishing Goals/Standards):

Evidence

K-12 SACS: 3b. Students know that compounds are formed by combining two or more different elements and that compounds have properties that are different from their constituent elements. 5a. Students know reactant atoms and molecules interact to form products with different chemical properties. GOALS: Students are expected to learn that the way atoms are arranged affects how changes occur in the things around us. Students need to know that atoms consist of protons, neutrons, and electrons. Protons and neutrons make up the nucleus, while electrons hover around them. The properties of the atom depend on the protons, while the electrons primarily affect the way they bond with other atoms. Protons are positively charged and electrons are negative, so each atom theoretically begins with the same number of each, rendering them neutral. Students will then learn how these can affect an atom’s properties. Depending on how many protons there are and how the electrons allow elements to bond, a substance can have different properties, such as malleability, ductility, conductivity to heat and electricity, solubility, and density. This is an explanation on how things can exist the way they are and that through this knowledge, we can even predict the nature of new substances that we create artificially, or atoms explained through formulas.

Interpretation of Evidence

• Clear and appropriate detailed goals based on academic standards.

☑ LAS (Learning About Students):

1 of 3

3/13/2014 11:49 AM
Evidence

WHOLE CLASS: CELDT, personality tests, parent/teacher conferences, nurse. FS#1: F-13, struggles, CELDT-below average, Chinese, ELD 2, speaks English, she struggles with comprehension-comprehending what words, hard time comprehending key concepts, basic understanding of how concepts. FS#2: F-13, RSP, KTEA-I1 shows that she struggles in comprehending understands basic words and their definition, she is not quite able to grasp larger concepts, struggles with science and grammatically, her writing falls under the average category.

Interpretation of Evidence

WHOLE CLASS: • Information is appropriate, relevant and detailed. FS#1: • Student information is detailed, comprehensive and relevant. FS#2: • Detailed and clear information about students’ characteristics.

MA (Making Adaptations):

Evidence

FS#1: Key words translated, Chinese translation, sheet with the following key words, cues and signs, modify instruction, visuals, modified lab worksheet, T. monitoring. FS#2: More time, frontloading, T. monitoring, oral goals, verbal and visual, frequent repetition, additional instruction, a fill in the blanks version of the notes, modified homework, key words of the lesson, more guidance, pre-written notes.

Interpretation of Evidence

FS#1: • Appropriate and relevant profile for focus student. FS#2: • Adaptations are clear and relevant for focus student

PS (Using Subject-specific Pedagogical Skills):

Evidence

IDs Strategies and Activities Rationales given

Interpretation of Evidence

• Evidence of understanding of pedagogy is
R (Reflecting):

Evidence
An adaptation made for both students was seating arrangement. Although this was something that is considered for placing all students, there was a sense of urgency and priority when it came to these two students. They received first priority in terms of who would sit next to them and be the ones assisting them. It was also good to think about how the focus students had strengths and to place some other people who they could help. It stops the teacher from rendering the focus students as “useless” or “in need”. That privilege for the students would also help them study more rigorously while gaining more confidence.

Interpretation of Evidence
- Clear, detailed demonstration of teacher’s ability to accomplish reflections.

Summary Statement
There is ______________ evidence provided by the teacher candidate for TPE domains addressed in this task.

Please use the field below to complete the above statement.
clear, consistent, and convincing

Score Level
4

Guide

ROE Abbreviations:
- A = Assessment
- Art = Artifact
- Desc = Description
- Doc = Documentation
- Evid = Evidence
- FS (S) = Focus Students(s)
- Instr = Instructor
- K = Knowledge
- K-12 SACS = Student Academic Content Standards
- S(S) = Students(s)
- SW = Student Work
- TC = Teacher Candidate

Score Level:
1 = little or no
2 = partial
3 = clear
4 = clear, consistent, and convincing
Date: September 6, 2011

K-12 Districts and County Offices Partnering with Teacher Preparation Programs to Ensure Successful Implementation of the Teaching Performance Assessment

The responsibility that districts and counties have to work with teacher preparation programs (sponsored by colleges, universities, districts or county offices) to ensure high quality fieldwork experiences, including student teaching, is a critical component in the preparation of teachers. School districts and county offices are the places where candidates practice prior to earning the preliminary credential.

All stakeholders must share in this responsibility to ensure that teacher candidates are placed in appropriate student teaching and intern classrooms where they have direct access to English Learners and special needs students. Each teacher preparation program is required to work with the local school districts and county offices to "...design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards." In addition, the program must "...collaborate with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel." (Common Standard 7, http://www.ctc.ca.gov/educator-prep/STDS-common.html)

As of July 1st, 2008, California statute (SB 1209, Scott, Chap. 517, Stats. 2006) requires all candidates for a preliminary Multiple and Single Subject Teaching Credential to pass an assessment of their teaching performance with K-12 public school students as part of the requirements for earning a preliminary teaching credential. This assessment of teaching performance is designed to measure the candidate's knowledge, skills and ability with relation to California's Teaching Performance Expectations (TPEs), including demonstrating his/her ability to appropriately instruct all K-12 students in the Student Academic Content Standards.

Each of the three Commission-approved teaching performance assessment models requires a candidate to complete defined tasks relating to subject-specific pedagogy, designing and implementing instruction and student assessment, and a culminating teaching experience or event. When taken as a whole, teaching performance assessment tasks/activities provide multiple measures of the TPEs. Candidate performances are scored by trained assessors against one or more rubrics that describe levels of performance relative to each task/activity. Each model must
also meet and maintain specified standards of assessment reliability, validity, and fairness to candidates.

The TPA requires candidates to demonstrate knowledge about the students in the class, the students' academic achievement levels, and their specific learning needs. In order to accomplish this, within the established statutes outlining access to K-12 student information, candidates will require access to student information. The teacher candidate uses this information to:

- plan lessons based on California standards and adapt lessons for English learners and other students with identified learning challenges
- teach the standards-based lessons to the K-12 students in public school classrooms
- plan and administer student assessments based on the lessons
- reflect on the effectiveness of their instruction
- examine student work and assessment results as evidence of the effectiveness of their instruction

Candidates then use all of this information for the next planning and instructional cycle in order to help students succeed.

As part of the teaching performance assessment, candidates need to submit anonymous samples of student work, student tests or other assessments, and, for PACT and CalTPA, a video of their teaching performance in a K-12 classroom. Use of these materials and the video made for TPA purposes require parent permission, in accordance with your district/school policies. These types of evidence are very important in helping the assessor determine that the teacher candidate is well-prepared and effective with K-12 students.

Your helping to facilitate implementation of the teaching performance assessment models contributes to a well-prepared teacher workforce. Educators, parents and the community can be assured that through the teaching performance assessment process only qualified candidates are recommended for a California teaching credential. Thank you for your continued support.

**Contact Information**

Terry Janicki, Administrator for Examinations, Educator Assessment, and Research Commission on Teacher Credentialing
1900 Capitol Ave.
Sacramento, California 95811-4213

(916) 445-3224
e-mail: tjanicki@ctc.ca.gov
This certifies that

Tonja Byrom

by successfully completing calibration training is qualified as a CalTTPA Assessor for the

Designing Instruction Task

November 19, 2013

Fullerton, California

Marilyn Ann Leuer, Lead Assessor
California State University at Fullerton

Training and calibration were conducted in accordance with the Commission on Teacher Credentialing requirements by a certified CalTTPA Lead Assessor.
Letter to Faculty Requesting Recalibration

August 24, 2012

Recalibration for Subject Specific Pedagogy/Teaching Performance Assessment

Directions: Please score the three case studies in your packet. Return your completed Record of Evidence forms and the packet to me by noon on September 25th.

After you complete the ROE’s I would like to meet with you personally to discuss your recalibration results, provide scoring feedback and answer any questions.

Thank you for your cooperation and participation. It is important for our students and our Department to have faculty serve as qualified TPA assessors.

Sincerely,

Marilyn Leuer

Teaching Performance Assessment Coordinator
Department of Secondary Education
mleuerui2fullerton.edu
657-278-8431
Adult Permission Video Authorization

Permission to Film and Record Adult

Name: _____________________________ School: _____________________________
Teacher Candidate Making Request: _____________________________

_____ I give my permission to film (including videotape) me as I participate in a class conducted at ____________________________ (Name of School) by ____________________________ (Name of Teacher Candidate). I also give my permission to record my voice. I understand that (a) my last name will not be recorded; (b) I will not receive any compensation for or have any copyright interests in any film or recording; and I will not have the opportunity to inspect or approve any film or recording.

_____ I do not give my permission to film (including videotape) me as I participate in a class conducted at ____________________________ (Name of School) by ____________________________ (Name of Teacher Candidate).

I am 18 years old or older. I have read and understand this document, and I am signing it freely.

________________________________________  ____________
Signature                                  Date
Estimado Padre/Guardián:

Soy estudiante de maestro/a en la clase de su hijo/a y estoy participando en una evaluación que es parte de mi capacitación como maestro/a. El propósito mayor de esta evaluación es mejorar la calidad del aprendizaje de los estudiantes y promover excelencia en la enseñanza.

Como parte de esta evaluación, un video de corta duración se filmará en el salón de clase que atiende su niño/a. Aunque el video incluye el maestro/a y varios estudiantes, el enfoque mayor de este video se enfocará en el trabajo del maestro/a y no necesariamente en los estudiantes. Sin embargo durante la filmación del video es posible que su niño/a podría aparecer en las escenas filmadas.

Todas los materiales serán confidenciales. Favor de completar y devolver el adjunto Formulario de Permiso de Evaluación del Desempeño de Maestros para documentar su permiso para estas actividades.

 Muchas gracias,

(Firma del Candidato para Maestro) 

Fecha: 

Formulario de la Autorización del Maestro
Formulario de la Autorización del Estudiante

Evaluación del Desempeño de Maestros

Nombre del Estudiante: ________________________________

Escuela y Maestro/a: ________________________________

***

Yo soy el padre/madre/guardián del estudiante mencionado arriba. He recibido y leído su carta con respecto a la evaluación de candidatos para maestro, y estoy de acuerdo con lo siguiente:

(Favor de marcar la apropiada casilla abajo.)

[ ] Le doy mi permiso para filmar (incluyendo video) a mi hijo/a como participa en una clase llevado a cabo en ________________________________ (Nombre de Escuela) por ________________________________ (Nombre del candidato a maestro/a). También doy mi permiso para grabar la voz de mi niño. Entiendo que (a) el apellido de mi hijo no se grabarán, (b) ni yo ni mi hijo/a recibirán una indemnización a favor o tener intereses de derechos de autor en cualquier película o grabación, y no voy a tener la oportunidad de inspeccionar o aprobar cualquier película o grabación.

[ ] No le doy mi permiso para filmar (incluyendo video) a mi hijo/a participando en actividades de ________________________________ (Nombre de Escuela) por ________________________________ (nombre del candidato a maestro/a).

Tengo 18 años de edad o más. Yo soy el padre, madre o tutor legal del estudiante arriba mencionado. He leído y entendido este documento, y yo estoy firmando libremente.

Firma del padre/guardián ________________________________ Fecha ________________________________

(Favor de deletrear su nombre y apellido arriba.) Fecha ________________________________
Student Permission Video Authorization

Permission to Film and Record Student

Student’s Name: ___________________________ School: ___________________________

Teacher Candidate Making Request: ____________________________

_____ I give my permission to film (including videotape) my child as s/he participates in a class conducted at ______________________________ (Name of School) by ____________________________ (Name of Teacher Candidate). I also give my permission to record my child’s voice. I understand that (a) my child’s last name will not be recorded; (b) neither I nor my child will receive any compensation for or have any copyright interests in any film or recording; and I will not have the opportunity to inspect or approve any film or recording.

_____ I do not give my permission to film (including videotape) my child as s/he participates in a class conducted at ______________________________ (Name of School) by ____________________________ (Name of Teacher Candidate).

_______________________________________________________________________________

I am 18 years old or older. I am the parent or legal guardian of the student named above. I have read and understand this document, and I am signing it freely.

_______________________________________________________________________________  _______________

Signature of Student’s Parent/Guardian                      Date

_______________________________________________________________________________

Name of Student’s Parent/Guardian (print)
Sample Outside Assessor recalibration Certificate

August 15, 2013

This certificate verifies that **Jeanne Mayer, Ph.D.** has successfully completed recalibration of the following tasks:

<table>
<thead>
<tr>
<th>Task</th>
<th>Date of Recalibration Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culminating Teaching Experience</td>
<td>August 15, 2013</td>
</tr>
<tr>
<td>Assessing Learning</td>
<td>August 15, 2013</td>
</tr>
<tr>
<td>Designing Instruction</td>
<td>August 15, 2013</td>
</tr>
<tr>
<td>Subject Specific Pedagogy</td>
<td>August 15, 2013</td>
</tr>
</tbody>
</table>

Recalibration was conducted in accordance with the California Commission on Teacher Credentialing requirements by a certified CalTPA Lead Assessor.

Steven Brownson Ph.D.
CalTPA Lead Assessor
(949) 228-1966

CalTPA

James P. Taylor, MPA
CalTPA Coordinator
(714) 289-3107

Chapman University – College of Educational Studies

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Chapman University | College of Educational Studies
Taskstream DRF Program

You submit Permission Slips in the same area you submit the Code of Honor; the DRF Program.

The self-enrollment code for the DRF Program is the word, ........

Assessors do not see these forms. That is why you can leave identifying information only on these forms; your name, school, student name and parent signature.
Taskstream Security Policies and Procedures
System Architecture

Taskstream is built, primarily, as a 3-tiered system with additional advanced application servers providing enhanced scalability. The basic building technology is an ASP/IIS 6.0 and MVC .NET/IIS 7.0 front-end with MS SQL Server 2008 Enterprise running on a pair of 32-core clustered servers serving as the database backend. We chose this platform, primarily, to facilitate our rapid development practices.

The topology of our site is a web farm of 24 tool web servers, two file servers, and ultra high performance primary and backup databases. We have special “session servers” which provide high performance and scalable access to temporarily volatile data, and we also have our own custom-built database accelerating software technology.

The Taskstream site is built using several programming languages: SQL, Visual Basic Script, Javascript, C# and C++. The first four are the typical languages used in web development. C++ is used in order to build custom components to accelerate performance and provide much higher levels of scalability than would have been possible with “off the shelf” systems.

Backup and Security

Our web farm is collocated at Quality Technology Group’s Jersey City facility, a Tier 2-plus provider. The facility has fiber cross connect with all of the major Tier 1 ISP providers. It is manned 24 x 7, and customer access requires both magnetic and biometric scans to gain entry; server cage is locked and anonymous. The facility provides backup power in the event of a blackout by automatically switching to diesel generators which then feed electrically-filtered battery banks.

We have a two node highly available database server cluster and three database backup servers in two different physical locations with close to real-time data synchronization. One of the database backup servers is synchronized using SQL Server’s native Database Mirroring feature and the other two database backups servers are synchronized using SQL Server’s native Log Shipping feature.

Our file servers also have multiple layers of fault tolerance built-in. We have a two node File Server cluster at our primary collocation and a backup File Server at our secondary (DR) collocation. Backup file server is kept in close to real-time synchronization using CA Arcserve replication solution with built-in performance monitoring and alerting mechanism.

Taskstream’s infrastructure is supported by a high performance, high capacity, scalable I/O SAN provided by EMC which maintains full redundancy across every component.

For initial Internet security, we use Dell’s SonicWALL NSA 4500 firewall appliances in a redundant highly available setup with robust performance which provides high bandwidth processing and allows us to implement complex access rules as required. Only HTTP and HTTPs are open to the Internet by default.

As an additional layer of security, Taskstream has specialized file security and data security systems built to prevent access to private data. Access is restricted using ID keys which are generated in real-time according to a proprietary algorithm. The use of the keys are monitored site-wide for tampering—all invalid key usage is logged with IP information for tracking, if necessary. SSL is provided during authentication (log in) as well as in our reporting systems.

“Software as a Service” Model

Operating as a Software as a Service (SaaS) model, Taskstream supports 99% of all web-browsers currently in use. Additionally, many legacy web-browsers are compatible with Taskstream, although we do not directly support them (e.g., Netscape 4.x). We do not have any Operating System specific restrictions.

As an additional benefit of Taskstream providing Software as a Service, we support the database and various other servers ourselves. As such, the customer does not need to be concerned with database platforms, version numbers,
installation issues, OS compatibility (just browser compatibility), and various other backend issues. Taskstream bears the responsibility of maintaining, upgrading, extending, backing up, and archiving the system. Furthermore, we test the software extensively and across a variety of platforms in our own internal testing lab.

Taskstream upgrades its tool sets a few times each year and announces the downtime approximately two weeks in advance. During these large upgrades, the site is usually taken down from 6am to 9am EST. Outside of the pre-announced downtime segments, our system has a full-availability uptime of over 99.99%. This is due, in part, to the multiple redundant systems in place and the attention to providing a low latency experience through our optimized software efforts (i.e., our servers don’t get overworked). We have redundant web servers and redundant session servers. We have three standby hot spares for the database and a standby hot spare for the file server.

Taskstream provides unlimited database storage; i.e., there is currently no limit to the number of lesson plans, folios, rubrics, etc. that can be created per account in the Learning Achievement Tools (LAT). However, the storage space allotted to uploaded files that are stored external to the database is limited to 500MB for the base account. This storage can be extended by the individual through additional storage purchase.

Data Encryption

Taskstream encrypts sensitive data and transmits it using SSL. Specifically, all FERPA sensitive data is encrypted in Taskstream’s database. All aggregate reports are transmitted using SSL. Further, Taskstream’s login process requires SSL. Our data at-rest is encrypted with AES 256-bit algorithm.

Taskstream’s premium data export feature, TS-Export, also transmits using FTPS or SFTP, depending on the capabilities of the client.

Credit Card Data & PCI Compliance

Taskstream accepts credit cards for payment of subscriptions. We are required by our merchant bank to be level 3 PCI Compliant and to run and submit a compliance report quarterly.

Client Data Access Restrictions

Access to client data within Taskstream is given strictly on a need-to-know basis and such access is carefully monitored.

Access to the client databases, as a whole, is available solely by a password held only by the CTO, CEO and President. Use of that password is independently logged and monitored.

We have a separate application specifically for allowing our Mentoring Services group (Taskstream’s customer service team) to support our client needs and perform regular support tasks. Mentoring Services representatives have access to student and faculty data on an individual level as they assist users who call in for assistance. Mentoring Services representatives are required to request permission from a particular user prior to accessing that user’s account. Each Taskstream employee who has access to our administration system has an individual login and all actions and history are logged, with specific actions (such as, deleting, and changing certain user permission) automatically sending notifications to supervisors. User access to this system is maintained by the Chief Technology Officer and all new user requests must be reviewed by him.

Incident Response Overview

Taskstream has a detailed Incident Response Plan which sets forth the critical responsibilities and procedures in the event of a security breach involving the compromise of client personal data or work products. The document includes daily monitoring procedures, communication and response procedures and client and third party response procedures. Personal client data and work products held by Taskstream have never been compromised, but we remain vigilant.
The detailed Incident Response Plan contains proprietary and sensitive information and is therefore not publicly disclosed. The below overview summarizes the main points of the Plan.

**System Monitoring**

**Database Attacks**
Taskstream employs a 24 x 7 monitoring system that alerts the Chief Technology Officer and other key personnel instantly – by text and email notification – of any attempted attacks on Taskstream’s database. Once alerted, the technology personnel can access sophisticated diagnostic tools from any web-enabled computer or handheld device.

**Hardware/Software Malfunctions or Failures**
Similar to our database attack notification system, Taskstream employs a 24 x 7 notification system for any hardware or software malfunctions that occur on the site. The vast majority of Taskstream’s processes have automatic failovers onto redundant servers. However, when necessary, the technology staff can address the issue remotely from wherever they are. There is also 24 x 7 access to the collocation facility if physical replacement or other in-person activities become necessary.

**Unauthorized Account Access**
Each Taskstream user has an individual login and password that they are instructed not to share with anyone else. Users are instructed not to use Social Security numbers or student ID numbers as logins or passwords.

Taskstream cannot keep students from divulging their passwords. However, all logins to all accounts are logged; further, once logged into Taskstream, a user cannot communicate, send information or change information “anonymously.” As a result, the handful of times in the past ten years when a login has been misappropriated, the unauthorized users has been identified in a short period of time.

**Internal Communication**
Taskstream has set forth a detailed communication procedure for all incidents. There are detailed instructions as to whom to contact and when and each department is aware of their communication, as well as other responsibilities in the event of an incident.

Once an incident is detected, the Application Development Manager is the liaison between the technology team and Mentoring Services. As such, it is his responsibility to direct the flow of information back and forth between the Technology Response Team and Mentoring Services and the Executive Team and the Quality Assurance/Testing team.

**Evaluation**
Evaluation of any technical incident is lead by the Chief Technology Officer or, in his absence, the Senior Programming staff. Standard operating procedures, developed over the past ten years, are used to evaluate the problem, isolate it, and correct it with maximum efficiency and minimum risk of creating collateral disruptions. Regular progress reports are required from the technology team back to the Quality Assurance Director for onward distribution when appropriate.

**Response**
**Internal Communications.** Once an incident has been detected, the Application Development Manager is responsible for dissemination of information when requested or when necessary. He is responsible for insuring that Mentoring Services, the Executive Team and the Sales team (when necessary) are kept up to date on developments.

**Communications with Clients.** In the event of an incident that affects the user experience within the application, the Director of Client Services is notified so that the information can be disseminated immediately to Mentoring Services Associates providing Tier 1 and Tier 2 support to users. Any general statements to be issued are reviewed by the Director of Client Services, the Chief Executive Officer or, in his absence, the President.
Addressing the Issue. The Chief Technology Officer is responsible for determining how the incident is addressed. If the decision requires technical intervention within the production environment or has the potential to affect the user experience, his decision must be made in consultation with the Chief Executive Officer or the President, the Director of Product Development and the Director of Client Services.

Each department head is responsible for coordinating his or her department’s role in addressing the issue, and for ensuring that the Application Development Manager is apprised of what they are doing.

Synthesis

Upon the resolution of the incident, each department is required to produce a report. These reports are reviewed and discussed at the next Monthly Management Meeting with the purpose of synthesizing the lessons learned from the incident.

Business Continuity Plan Overview

Taskstream has developed and actively maintains a robust Business Continuity/Disaster Recovery Program. The Business Continuity Plan contains trade secrets, proprietary information, and other sensitive information. The Overview below summarizes the main components of the Plan.

Key Personnel & Backups

Taskstream has identified the personnel and the duties that are critical to running the business from an executive, technical, financial and customer service perspective. In each case, personnel have been identified to substitute in case the current responsible party is incapacitated. Each substitute party has been informed of such selection and, where warranted, has been supplied documentation necessary to perform the duty. Every six months, or when job duties or personnel shifts, the Executive Team meets to reassess the substitution plans.

Telecommuting Plan / Communication

Taskstream is well positioned with a plan for initial communications and subsequent telecommuting in the event of a disaster.

Initial Communications. All officers and employees are issued and are required to carry, at all times, a complete list of home and cell phone numbers for all other personnel. All employees also have web-accessible regular email as well as internal email with which to communicate. The Company has prepared and distributed a detailed list of communication responsibilities.

Telecommuting. As a completely web-based system, Taskstream can be supported from a technical and customer service standpoint from any internet-connected computer and a telephone. In the event that customer service has to be handled outside the main offices, Taskstream’s phone system has the capability to be forwarded to outside phone numbers. If the need for large numbers of telecommuters arises, a detailed plan setting forth communication and workflows is in place. Each employee of Taskstream has a home computer and internet connection sufficient to complete the majority of their duties at Taskstream.

Critical Internal Documents Key External Contacts

Copies of all critical internal documents and key external contracts are held off-site at the Company’s accountant’s Connecticut offices, as well as on an off-site hard drive of the Chief Operating Officer.

Equipment Documentation, Data Backups and Transfer Plans

Taskstream’s servers are housed at Quality Technology Services, a worldwide Tier 2-plus collocation provider (http://www.qualitytech.com/). Among their services offered to Taskstream, Quality Technology provides high bandwidth access, power management services, including automated switch over to diesel generators in the case of a local power outage, fire suppression, and 24-hour monitoring, technical assistance and security.
All off-site (collocated web-servers and related equipment) and on-site equipment has been documented, including hardware, software and peripherals.

Taskstream’s server array features multiple redundancies at all potential points of failure with automatic failovers in place. However, in the event of a catastrophic equipment failure, suppliers who can quickly deliver replacements have been identified. Further, while Taskstream’s web site is served from a server array at a Tier 2-plus collocation facility, our DR (disaster recovery) site located at ViaWest, another enterprise-class collocation facility in Denver, Colorado, is kept in close to real-time synchronization. The DR site could be used to serve up the web site to customers in the event of a catastrophic failure at our primary collocation facility.

While typical backup schedules for the industry are once for every 24-hour period, Taskstream has surpassed that metric and developed and deployed a proprietary real-time backup system in order to provide almost up-to-the-minute data synchronization so that, at most, only a fraction of an hour of work could ever be lost in the case of catastrophic failure. In the event of non-drive failure (for instance, a subcomponent of the main database servers; e.g. motherboard, Raid controller, etc.), no work will be lost; however, the site may be inaccessible while the system is brought back online.

The backup system for uploaded files consists of disk-to-disk backups (on-site and off-site) is synchronized every 10 minutes. The backup system for database content performs high-frequency synchronization to both our on-site and off-site backup database servers.

Finally, we keep a dedicated raided server to house daily database backups on-site for the most recent 365 days.